



EIGHTH

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

EIGHTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

Boston:

DUTTON AND WENTWORTH, STATE PRINTERS.

.....

1845.

1801年 6月 11日

大正 15年 5月 11日 星期日

1801年 6月 11日 星期日

1801年 6月 11日 星期日

1801年 6月 11日 星期日

379.7M3

B662

1844-47/48

A

EIGHTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

THE Board of Education submit to the Legislature this, their EIGHTH ANNUAL REPORT.

By a law of the Commonwealth, passed on the 20th April, A.D. 1837, and entitled "An act relating to Common Schools," it was provided, that the Governor, with the advice and consent of the Council, should appoint eight persons, who, together with the Governor and the Lieutenant Governor, *ex officiis*, should constitute a Board of Education, the individual members of which Board should hold their offices for the term of eight years. The said act, however, contained a provision, that, for the first eight years, the commissions of the members of the Board should expire, in the order of their appointment, annually, till the whole Board should be changed, the vacancies to be filled by the appointment of other persons, by the Governor and Council.

As the period of eight years, from the organization of the Board, is about to expire, a period during which, of necessity, the members of the Board must have changed; and as, in fact, there is, at present, no one of the original members of the Board, now participating in its duties, it would seem to be not inappropriate, upon the present occasion, to refer to the contemplated objects of its organization, and to inquire how far it has answered the purposes of its establishment.

The very title of the act would seem to indicate, with sufficient distinctness, the objects of the Legislature; but the 2d

section of it enumerates them, so as to leave no room for cavil. Its general provisions are, that the Board shall lay before the Legislature, annually, in a printed form, such parts of the returns made by the school committees of the respective towns, to the Secretary of the Commonwealth, as they shall consider useful; that they shall cause to be collected, by means of their Secretary, information of the actual condition and efficiency of the Common Schools, and other means of popular education; that they shall cause to be diffused, as widely as possible, throughout every part of the Commonwealth, information of the most approved, and successful methods of conducting and promoting the education of the young, "to the end, that all the children of the Commonwealth, who depend on the Common Schools for instruction, may have the best education, which those schools can be made to impart."

The 3d section provides, that the Board shall annually make a detailed report to the Legislature, of all its doings, with such observations as their experience and reflection may suggest, upon the condition and efficiency of our system of popular education, and the most practicable means of improving and extending it.

The passage of a statute, containing these provisions, of itself raises the implication, that there was some defect, either in our system of popular education, or in the efficiency with which it was carried forward. No measure of a similar character had been adopted before that time, or, as is believed, had been agitated in the Legislature of this Commonwealth; and the extraordinary unanimity with which the law was enacted, and the cordial reception which was extended to it, by all classes of our citizens, notwithstanding the novelty of its character, are evidences of the deep-seated desire of the Legislature and of the people, to seek out and to remedy any existing deficiencies in the great subject of Common School education.

We are not, however, compelled to resort to implication, in establishing the fact, that there was a necessity for the improvement of our Common Schools. If we give credence to the popular voice, which, at that time spoke loudly on the subject; if we believe in the correctness of the reports of the friends

of education, whether made by them as individuals, or as associated for the purpose of lending their combined aid in the furtherance of this great cause, we shall be compelled to admit, that, at no period in the history of our time-honored State, had the Common School fallen so far short of its original destination, as at the very period of the establishment of the Board of Education.

Various causes have been assigned by different individuals, for this deterioration. It is the opinion of many persons, that the law of 1789,—leaving it optional with towns, either to carry on the public schools in their corporate capacity, or to divide their territory into districts,—by taking away the feeling of competition between different parts of the same town, by weakening the benevolent tendencies of many of the friends of educational improvement, and by destroying the necessity of an enlarged and general supervision, by the municipal authorities, of all the schools in the town, as well remote as central,—laid deep the foundation of an evil, which has been going onward, with increasing influence, for the last half century.

It has been said by others, that the greatest cause of this deterioration, is to be found in the numerous private schools, which had sprung up throughout the Commonwealth. And, again, it has been speciously replied, to this assumption, that the establishment of private schools is not the cause, but the effect of bad Common Schools; inasmuch as parents will not, ordinarily, remove their children from schools established and maintained by the public, to those which are sustained at private expense, unless the public schools have become unsuitable for the purposes for which they were designed.

But whatever may have been the cause of the establishment of private schools, the effect of their establishment has been most disastrous upon the interests of Common School education. By increasing the expenses of education, without proportionally improving its quality; by drawing off to the private schools the best of the teachers; by depriving the Common Schools of their best scholars, and thus robbing them of a bright example, the best incentive to diligence; by withdrawing from them the care and sympathy of the most intelligent part

of the population; by taking away from the patrons of these private institutions the motive to swell the amount of the appropriation for the support of Common Schools; by degrading the Common School from its just estimation in the minds of the community, to an institution where those only are sent whose parents are too poor or too neglectful to pay a proper regard to their condition; by fostering that feeling of jealousy which will always spring up between persons of antagonistic interests; by instilling into the mind of the youthful student a feeling of inferiority; by pointing him to a fellow student, born under the laws of his country to the same destiny, yet in the enjoyment of superior intellectual advantages; and by dissolving that community of feeling which should ever be consecrated to this great cause, they have done an injury to our Common School system, which their discontinuance only can repair.

Another cause, which has been relied on, as a fruitful source of evil, is the change which had taken place in the original character of the Common School, as an institution for the instruction of youth in the fundamental branches of learning, to a school which in some measure partakes of the nature of a university. Originally, but few branches of learning were taught in a Common School. The object was not to make the scholars proficient in the various branches of human knowledge, or even to give them what is sometimes called "a smattering of learning," but to lay a solid and substantial foundation for future proficiency. But of late years this design had been perverted; and, instead of resorting to them to learn the common branches, the pupils were anxious to be instructed in those studies which are more properly taught in high schools and academies. The reasons of this change were obvious. Scattered over the country, were various establishments, presided over by learned and scientific men, created for the purpose of teaching the young, for a course of years, the whole range of studies necessary to qualify a young man for entering a college. The tuition at these schools was high, so high that only the rich could avail themselves of their advantages; and when the public contrasted these establishments and the advantages afforded by them, with the public schools in the various dis-

tricts, they felt a natural desire that their children should obtain, at the latter institutions, a knowledge of those branches of learning, which were taught to the children of their more wealthy neighbors; and they very unadvisedly thought, that the object of their solicitude was, at least, partially answered, when a thorough and critical knowledge of the ordinary studies of a Common School, was exchanged for a partial acquaintance with the studies of the academy. The evils of this change are numerous and apparent. It is hardly necessary to refer to the comparative value of an education in a few fundamental branches of learning, thoroughly understood, and, therefore, permanently fixed in the mind for future use, and a partial acquaintance with the whole range of the sciences, so little understood as to impart no interest, and so slightly appreciated as to be soon forgotten. But it is not merely the time which is thus wasted at this important and interesting period of life, which is most to be regretted; it is the habit which the student is thus led to form,—a habit which will exert a pernicious effect upon his whole future life.

There is, besides, a great want of economy, both in time and money, in a school so constituted. Suppose a school to consist of seventy pupils, and to be divided into classes of equal numbers, each class attending to a particular study from the alphabet upwards. Suppose such school to be kept six hours per day for the space of thirty-three weeks. Dividing the time equally, each scholar will receive individually five minutes of instruction daily, one half of an hour weekly, and sixteen and a half days in the whole time! Now here are seventy immortal minds which are to be taught the alphabet, spelling, reading, writing, arithmetic, geography, grammar, the definitions of words, philosophy, &c. &c., and two and a half minutes is the average time allowed to each pupil every half day! If it is said that by a classification of the school, the time spent by the teacher in the instruction of a class is in fact instruction given to each individual scholar, it is conceded that this is true with pupils of cultivated minds. But what shall be said of those who have but just begun the study of letters or simple words, who are engaged in learning characters, and

sounds, and words without ideas, things of themselves possessing no interest, and which require the assiduous care of a most judicious teacher to take from the exercise its utter irksomeness? What shall be said of a system which, after a few minutes' employment, in designating to the learner the apparent difference in the various letters of the alphabet, leaves the young searcher after wisdom to one of three most distressing alternatives: either of listening to recitations which, of necessity, he cannot understand, or infringing upon the laws of the school, by whispering and disorder, or, what is the worst of the three, of spending the remaining hours of the day in a state of intellectual inaction.

There were other causes relied upon of greater or less importance, such as the dilapidation or want of repair of school-houses, the unhealthiness of their sites, the deficiency in their size, and also the multiplying of school books and their want of adaptation to the purposes of instruction, the neglect, by school committees, parents and guardians, of a proper oversight of the schools, and the niggardly appropriations which were made by the towns and cities for the support of what may justly be called the people's institutions; but all these are perhaps resolvable into one cause,—the apathy of the people in regard to Common School education.

The reasons we have above briefly referred to and commented upon, are probably among the inducements which stimulated the Legislature of 1837, to establish the Board of Education, and which also induced succeeding Legislatures to pass acts of concurring legislation. We may have stated many of these reasons too strongly, but in our opinion, we have rather fallen short of the truth, in regard to the then existing state of the case, than gone beyond it. It is enough for our present purpose, that there were, at that time, existing evils to remedy, and that there was also a state of comparative perfection of which the Common School was believed to be susceptible. We propose now to inquire whether the establishment of the Board of Education has in any manner answered its ends.

We have before remarked that, of the original members of the Board, no one is now in office, and our remarks as to the

characters and standing of those gentlemen are therefore made with the more freedom. It will be borne in mind that, at its organization, it was not, (as it is not now,) an office of profit or emolument. There was not even a provision for the payment of the actual expenses of the members. They accepted the offices under the expectation that they were to work for nothing and find themselves. With this fact standing before us, we need hardly refer to the educational standing of those gentlemen, or their great interest in, and their devotion to, the system of Common School education. This simple fact is worth a thousand eulogiums. Everywhere we find men anxious for office, but it is for office, clothed with honor and enriched by emolument. The instances are few where eight gentlemen, many of them poor, have been willing to labor not only without pay, in the service of the public, at their own expense, but also with nothing except the conviction of doing good as the compensation for their labor.

Before we refer to the practical results which have followed the establishment of the Board of Education, let us go back to the time of its establishment and see what the Legislature could have better done to answer the great objects which they had in view. How else could they have accomplished the results named in the 2d and 3d sections of the act? How else could they have collected and diffused the educational information, contained in the Abstracts and Reports, and how else could they have thrown the flood of light upon all the details of the Science of Education which has been shed upon them in the reports and in the addresses of their Secretary.

It has been urged that all this might have been done by Institutes of Instruction, by scientific teachers, and by the numerous friends of Common Schools throughout the Commonwealth. As to this suggestion, we may be allowed to add, without the slightest personal disrespect to the persons making it, that those very persons themselves were competent to the work. It is perhaps a sufficient answer for us to make, that none of those persons actually performed, or ever offered to perform, what the original members of the Board did do. If they had done so, there would have been less, and perhaps no need of its es-

tablishment. But all experience has shown, that in a Commonwealth like ours, where the peculiar friends of Common Schools are scattered from town to town throughout the whole extent of our territory, the greater part of them poor, and depending upon their daily industry for, often, a grossly inadequate compensation, unacquainted with political men, and with each other, and debarred by their very pursuits from the stations and influences by which Legislatures are to be incited to action, but little reliance is to be placed upon them as the organized pioneers in an undertaking of this character. No matter what intelligence we may allow them, there would be, in the absence of concerted measures, a want of harmony in their operations,—and we may safely say of them, that however devoted they might be to the object, their cause would be clogged with their own private difficulties; and, however united in this great common object, their progress would be retarded by division. At all events, their recommendations, with the public, would lose the effect of the opinions of a body of men, selected from the various religious sects and political parties, and uniting with perfect harmony in improving and in perpetuating that great education-spreading institution, which originated with, and has been handed down to us from our fathers. Let it not be inferred that there is any disposition among the members of the Board to undervalue the labors or the services of the friends of education, whether acting by themselves as individuals or teachers, or combined into associations for scientific purposes. On the contrary, they have ever been regarded by the Board, as the steadfast and efficient friends of the cause, as strengthening and encouraging them in their progress, and coöperating with them in this great national object.

For ourselves, we are at a loss to perceive any more wise or judicious course than the enactment of the provisions of the statute establishing the Board; and we are of the opinion that this will be manifest by a reference to the means by which the end was to be accomplished.

All the evils, which we have referred to, as having been, and as still being, incident to our system of Common School education, are properly attributable to two causes. The first is an

erroneous opinion, as to the mode in which children are to be educated, and the second is the apathy of the people in relation to the general subject. The first can only be corrected by a careful and thorough examination of our educational system, and a recommendation of such measures as are best calculated to increase its usefulness. The second is, by constantly holding up to the popular mind, the intrinsic advantages of popular education, and by an earnest appeal to the people, to be faithful in the discharge of their duties towards all the children of the State. To ensure the first object, a body of men supposed to be, and, speaking of the Board as originally constituted, who *were* fully competent to the discharge of the high trust, was appointed, who, after a patient and minute inquiry, were to make an annual report of their proceedings to the Legislature, accompanied by an exhibition of their views upon the subjects of their charge. They were also directed to employ a Secretary, competent to the task, who should devote to the subject of education his whole time and talents, and report annually through the Board to the same body, the results of his reflection and experience. These opinions, both of the members of the Board and of the Secretary, were entitled to no other consideration than the confidence which might be reposed in them, as coming from men who had considered the subject of which they were to speak, except so far as their suggestions and opinions should be enforced and maintained by the soundness of the reasons by which they should be fortified. Here, then, provision was made that these reports of the Board and of the Secretary should be brought home annually to at least four hundred representatives of the people, from every county, city, and town in the State. The suggestions in these reports were proper subjects of legislative action. As they were to treat of matters of momentous interest to the State, they could not but excite a deep moral interest in the breasts of the four hundred representatives of the State. But the information accessible to the people stops not here. Provision has been annually made to circulate these reports through the towns and school districts, and thus to excite a spirit of inquiry in the remotest hamlet in the Commonwealth.

We think that it may safely be said that the tendency of this diffusion of information among the people, upon a subject so interesting to every parent, indeed, so interesting to every inhabitant who feels a just pride in the character of our ancient Commonwealth, or who looks forward with hope to the perpetuation of our free institutions, is to arouse the people from their apathy upon this all-important subject. In fact, the lamentable want of interest which has hitherto existed, is rather the result of a want of attention than of a want of feeling. The politician has neglected the subject, not because he has not deemed it to be important, but because he has had matters of more immediate, and, as he has erroneously thought, of greater importance, pressing upon him. The philanthropist has failed to give it his attention, not that he has not deemed it to be the great measure for the realization of his hopes in ennobling and improving the character of man, but because he has confided to those who have children the care of an institution, the encouragement of which is at once an interest and a duty. The parent has been engrossed with his own private business, and has left the public schools, to be managed by the public functionaries. And too often the teachers, from the small amount of their wages, and the want of apparent interest in the schools, have seemed to feel that little was expected of them, but to serve out the time for which they were engaged; and hence they have labored only to fulfil what they considered the public expectation.

To awaken these classes of individuals to the consideration and the discharge of their duties, the Board know of no agency but the dissemination of intelligence. Upon any subject of intense importance, zeal and efficiency are always sure to follow in its train. Our very government, founded as it is upon the virtue and intelligence of the people, depends, for its continuance, upon the voluntary action of that people; and surely in providing for the security of those foundations, no means can be so efficacious as an intelligent appeal to the feelings of public spirited men, who, however alienated by party divisions, or estranged by religious prejudices, unite with a cordial good will in the promotion of a permanent and sacred interest.

To accomplish these results, has been, from the commence-

ment, a favorite object of the Board, and while our feelings are clouded with regrets that so much yet remains to be done, it is still with a spirit of pride and exultation that we contemplate the favorable and cheering influences which the labors of our predecessors have shed upon the aspect of our Common Schools. By their assiduous efforts in engaging the coöperation of the friends of education, by recommending and by assisting in the formation of county conventions and associations for educational improvement, by personal interviews and extensive correspondence with teachers and scientific men throughout the Commonwealth, and by eloquent addresses before popular audiences, they have enkindled a zeal which will burn brighter and brighter with the increasing intelligence of our children.

We may, perhaps, be allowed, in this connection, to refer to the mass of information, which, in one form and another, has proceeded from the act of 1837. Eight annual reports have been made by the Board, detailing their operations, during each successive year, and accompanied by such suggestions as were deemed important in aid of the cause. Eight reports also have been made by the Secretary of the Board, in which he has discussed with great particularity and ability, the defects in our educational system, and suggested their appropriate remedies. Six volumes of abstracts from the reports of the school committees of the various towns, have been prepared by the Secretary, with great labor, in which the most valuable information as to the defects to be remedied, and the progress which has been made in the conduct of the schools, as verified by experience, is rendered available to the whole people of the Commonwealth. Other educational papers have been prepared and circulated at individual expense, in aid of the legislation which originated in the act of 1837, which it is believed have exerted a favorable influence among the Common Schools.

An educational Journal has been conducted by the Secretary for the space of six years, without personal compensation, which has had an extensive, though considering its value, a too limited circulation among the friends of education. As a repository of the reports of the Board, and of the Secretary, and as a vehicle for the communication and the dissemination of the

views of practical teachers, in reference to modes of instruction, it is an invaluable work for persons employed in teaching, and should be in the hands of every person who wishes well to the physical, the moral, and the intellectual education of his family.

It is impossible to state with entire accuracy the number of pages which has been submitted to the permanent study of the people of this Commonwealth, but an estimate has been made by the Board, which we presume does not exceed the actual number of pages so published, and which, as thus estimated, amounts to 13,800,000 pages. The Legislature will, of course, appreciate the effect, which this mass of information has produced upon the popular mind.

In regard to improvements in schoolhouses, no one can travel through any part of our State without being struck with the great change, for the better, which has been effected within the last few years. The sum raised by taxation, voluntarily imposed upon themselves by towns and districts, within seven years last past, is now almost equal to a million of dollars.

Since the Resolve of March 3d, 1842, in behalf of School District Libraries, about sixty thousand dollars have been expended for this object alone; and, leaving out the city of Boston, two thirds of all the remaining districts in the State are supplied with this invaluable means of improvement.

The Legislature is respectfully referred to the Secretary's Eighth Annual Report, herewith communicated, for evidence of very gratifying improvement, in regard to the attendance of children upon our public schools, the increased length of the schools themselves, the greater proportion of female teachers employed, &c., &c. In this connection, however, the Board cannot forbear to express their regret that, notwithstanding the favorable change for the better which has taken place, so many of the children of the State still absent themselves from the schools; and they would urge upon the Legislature the adoption of some remedial measures,—if any are practicable,—to mitigate, if not to remove so great an evil.

For information respecting the condition of the Normal Schools, the beneficial influences they have already exerted,

and are capable hereafter of exerting in a still greater degree, the Board refer to the reports, hereto appended, of the visitors of those schools, and to the very interesting communication of Mr. May, late Principal of the Normal School, at Lexington. From all the Reports of the school committees, for the last two years, it appears that the committee of one town only have declared themselves opposed to the Normal Schools.

The above are a few of the more important events which have emanated from the Legislation of 1837. The Board could wish that still more had been accomplished; but they leave it for the Legislature and the public to say, whether it is probable that so much would have been effected by any other means.

We cannot conclude this communication, without referring to a subject of vital interest, not only to the prosperity of all our institutions of learning, but to the welfare, also, of all the children in the Commonwealth. We refer to the importance of cultivating, as well the moral and religious, as the intellectual faculties of our children by the frequent and careful perusal of the Sacred Scriptures, in our schools.

It is gratifying to the Board to be able to announce that, so far as there was reason for desiring a change in regard to the use of the Bible in our schools, the change which has taken place within the last few years is a favorable one. In one of the early Reports of the Secretary, after careful inquiry on his part, the fact was communicated to the Board and the public, that the Bible was then used in almost all the schools, either as a devotional or as a reading book. But there were exceptions. From inquiries, however, which have been made by the Secretary during the present year, it now appears, that, of the 308 cities and towns in the Commonwealth, it is used in the schools of 258 towns, as a regular reading book, prescribed by the school committees; and that, in the schools of 38 towns, it is used, either as a reading-book, or, in the exercises of devotion. From nine of the remaining towns, no answers were received,—and, in the schools of three towns only, it is found not to be used at all.

By the direction of the Board, it has been in daily use, in all the Normal Schools, from their commencement, and it is believed that it is used, in like manner, in all our academies.

While we rejoice at the change, which has taken place, in this respect, the fact, that there is a single institution of learning, in the peculiar home of the Pilgrims, where the light of the Bible is excluded from the minds of its pupils, is a ground of serious apprehension and regret.

While the Christian world is sub-divided into such a variety of religious sects, it is to be expected that their jealousies would be excited, by sectarian instruction, or, by the introduction of books of a denominational character. And, indeed, as well in the present state of public opinion, as of the enactments of our Legislature, that teacher would act strangely in contravention of his duty, who should attempt to disregard such a well-understood, and beneficial provision of the laws. But the Bible has nothing in it of a sectarian character. All Christian sects regard it as the text-book of their faith. Our fathers brought it with them, as their choicest patrimony, and bequeathed it to us, as our richest inheritance. They imbued their children with its spirit. They founded our Government, upon its principles; and, to render that Government permanent, they established the institution of the Common School, as the nursery of piety.

It is, also, worthy of remark, that while our Legislatures have guarded, sedulously and effectually, our Common Schools, from becoming places for sectarian instruction, they have, at the same time, provided for the instruction of the youth, both in the schools and in the other institutions of learning, in a knowledge of the principles of the Christian religion. The 7th sec. of the 23d chap. of the Revised Statutes, enjoins it, as a duty, upon all the instructors of youth, that they shall impress upon their minds, "the principles of piety"—and those other virtues, which are the basis, upon which a republican constitution is founded; and that they shall also endeavor to lead their pupils to a clear understanding of the tendency of the abovementioned virtues, to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and, also, to point out to them the evil tendency of the opposite vices.

It is difficult to perceive, how these results can be accom-

plished, without a frequent reference to the pages of the sacred volume; and it is equally difficult to imagine what objection can be raised to the study of a book, which is not only the palladium of our liberties, but the very foundation, also, of our most cherished hopes.

If it is said, by the use of the Bible in the schools, a wrong interpretation may be given by the teacher, to any of its passages, the reply is an obvious one, that this would be a fault in the manner of instruction, provided for by the law, and not in the use of the Bible itself. But it may be further replied, that even this danger is guarded against. The spirit of the law is opposed to it; and public opinion, in this country stronger than the law, would, at once, put down the attempt of any teacher, to violate the rights of conscience, by giving to his pupils sectarian instruction. It will be recollected, that the Common Schools are under the charge of committees chosen by the people, who have power to prescribe the books, and to direct the manner and the amount of religious instruction.

If it is said, also, that the church, the sabbath school, and the family, are places better adapted than the Common School, for the education of children in the principles of the Christian religion, we reply, that, though undoubtedly it is the duty of parents and of religious teachers, to coöperate with the Common School teachers in their religious instructions, yet it is only in the Common School that thousands of the children in our Commonwealth can be thus instructed. How many are there of those, who swarm in our cities, and who are scattered throughout our hundreds of towns, who, save in the public schools, receive no religious instruction? They hear it not from the lips of an ignorant and a vicious parent. They receive it not at the sabbath-school, or from the pulpit. And if in the Common School, the impulses of their souls are not awakened and directed by judicious religious instruction, they will grow up, active in error, and fertile in crime.

The Board do not propose, indeed, they are unable to suggest any legislation to remedy the evil. It is beyond legislation! Like legislation itself, it depends upon popular opinion; and if that is not awakened to it, the evil is irremediable. But

if the community will look back upon the institutions of the Pilgrims, and contemplate the wonders which those institutions have wrought for us; if it will compare the moral aspect of New England, with the most favored features of a nation, where the light of the gospel has shone with less effulgence; or, if it will compare an individual, subjected at an early age to religious influences, his energies aroused, guided and controlled by judicious discipline, and his affections trained and confirmed in habits of kindness and benevolence, with one reared without principle, educated without morals, corrupting youth by his example, and harrassing society by his crimes, it will form, it is believed, a more correct estimate of the unspeakable value of a religious education.

G. N. BRIGGS,
JOHN REED,
WM. G. BATES,
HEMAN HUMPHREY,
J. W. JAMES,
B. SEARS,
S. C. PHILLIPS,
E. H. CHAPIN,
H. B. HOOKER.

BOSTON, *December* 11, 1844.

WESTFIELD NORMAL SCHOOL.

THE Visitors appointed by the Board of Education, at its last meeting, to make immediate arrangements for the re-opening of the Normal School for the western counties of the Commonwealth, present the following as their Report :

This school was first located in the town of Barre, under the charge of the lamented Professor Newman, who proved himself to be eminently qualified for the responsible station ; and who devoted his talents to the discharge of its duties with a zeal which could be extinguished only with his life. After his death, the school was suspended till a suitable and experienced teacher could be found to supply his place. This proved to be much more difficult than had been anticipated. It was thought, too, that a location somewhat further west would be desirable, and it was not easy to find such accommodations and encouragements as the interests of the school required.

It was not till the last summer, that these difficulties were overcome, by satisfactory arrangements for the removal of the school to the town of Westfield, on the great Western Railroad, and by the appointment of the Rev. Emerson Davis, Principal, and Mr. Wm. A. Clough, Principal Assistant. The school was opened in September, and the first quarter closed on the 18th of November. On that day the Visitors of the school met, and several hours were spent in hearing recitations and examinations of the classes in mental and common arithmetic, in geography, in grammar, in music, and in other appropriate branches of study.

The exercises throughout were highly gratifying to the Visitors, and honorable to the instructors and pupils. The examinations were minute and thorough, and the answers in general remarkably prompt and correct, showing that the classes had been faithfully drilled in all the elementary branches of Common School education, and that they had applied themselves to the studies best adapted to qualify them for teaching with diligence and success.

The whole number of scholars during the term was 71—28 males and 43 females. Among the text books of the Westfield Normal School, are Thompson's Day's Algebra, Thompson's Legendre, Abercrombie's Intellectual Philosophy, Wayland's Moral Philosophy, Newman's Rhetoric, Olmstead's Natural Philosophy, Comstock's Chemistry, and Wilbur's Astronomy.

Lessons in vocal music are given every week, and a lecture daily upon the modes of teaching, and other appropriate topics. A model school is to be added at the commencement of the present term, in which the children are to be taught according to the most approved and successful methods, under the general supervision of the instructors of the Normal School.

The Visitors have only to add, that opening as it does, under these highly favorable auspices, the Normal School at Westfield promises to afford essential aid in advancing the great cause of popular education in that part of the Commonwealth.

GEO. N. BRIGGS,
H. HUMPHREY,
WM. G. BATES.

BOSTON, *December* 11, 1844.

BRIDGEWATER NORMAL SCHOOL.

THE Visitors of the Normal School, at Bridgewater, respectfully submit the following Report.

The last quarterly examination was attended by two of the Visitors on the 5th of November. The number of scholars in attendance was 37, being scarcely more than one half of the number in the school at the commencement of the term;—the absentees being mostly such as had left the institution for the purpose of keeping winter schools.

The examination was conducted by the Principal, Mr. Tillinghast, and the Assistant, Mr. Ritchie, each teacher confining himself to the studies in which he had given instruction during the term. Each teacher conducted the examination without any, or with scarcely any reference to text books, and proved

himself perfectly familiar with the minutest details of the subject under examination. The Visitors refer to this as an interesting and important fact; and they regard the example of these teachers, in this respect, as of inestimable advantage to the scholars, who will instinctively and respectfully look to them for an example.

The proficiency of the scholars in the various studies to which they had applied themselves, may probably, in strict justice, be reported to be all that should be expected, under the circumstances. The statistical returns which have been recently prepared by Mr. Tillinghast, show that a *very small* proportion of the scholars remain at the school long enough to be able to supply many deficiencies, or to make many acquirements. They exhibit, therefore, at the examination, more or less striking evidence of the general need of further training. But it is clear that the teachers have been faithful and thorough; and that they have struggled indefatigably against the various and serious disadvantages by which they are surrounded. The teaching in this school is in no respect superficial; all careless habits in the scholars are carefully watched, and they are made to realize the importance of testing their proficiency by the most rigid and elaborate examination. It is clear enough that those who remain at the school but for a single term, acquire not unimportant benefits, and the Visitors were impressed with the strength and ardor with which many of the scholars gave utterance to their sense of obligation for the privileges which they had enjoyed. It is, nevertheless, the conviction of the Visitors, that the results which they now witness ought only to be regarded as the successful commencement of an experiment, which the Board of Education are bound to conduct to its great issue, by a gradual extension of the advantages which may be thus communicated, and which can only be done by requiring scholars to remain at the schools for a longer time, and to pursue a more thorough course of studies than has as yet been enjoined. With the continued influence and aid of the Legislature, and after a little more experience of the good which may be done, even as the schools are now organized, it is be-

lieved that it will be found practicable, and deemed expedient, to proceed by degrees to the highest proposed point of advancement.

S. C. PHILLIPS,
H. B. HOOKER.

Boston, *December* 10, 1844.

To this report respecting the condition of the Normal School, at Bridgewater, the Visitors append the following facts and suggestions, taken from a Report lately made to their Secretary, by Mr. Tillinghast:

“The Bridgewater Normal School went into operation on the 9th of September, 1840, and has been constantly, up to this time, under my charge. I offer to you, after four years’ experience, some facts and suggestions which, I hope, may not be without their value.

	Pupils.
There have been examined and admitted to the school,	273
Of these, were females,	137
“ “ “ males,	136
Of these, did not attend after admission,	3
Attended only a few days,	7
Part of one term,	27
Only one whole term,	62
Part of two terms,	25
Two whole terms,	54
Part of three terms,	12
Three whole terms,	25
Four terms, or part of four terms,	38
Five terms, “ five “	11
Six terms, “ six “	8
Parts of seven terms,	1
Attended one year or more,	70
“ “ “ in successive terms,	33
Of those who have attended a year,	
Have been teachers in the State, since their connection with the school, 58	
Have not taught from ill health, or other causes,	10
Now in school,	2—70
Of all who have attended the school at least one term,	
Have been teachers in the State,	131
Not “ “ “ “ “	23
I am uninformed respecting	45
Now in school,	37
Add to this those who have been here less than a term,	37—273

Left before the term closed, to commence schools, from ill health, or from other causes,

Terms.	Pupils.	Terms.	Pupils.
1st	1	8th	11
2	0	9	0
3	5	10	6
4	1	11	25
5	1	12	3
6	5	13	6
7	20	14	20

Pupils have been admitted from 61 towns in the State.

No. of Towns.	County.	Pupils.
17	Plymouth.	142
15	Bristol.	50
16	Norfolk.	38
3	Middlesex.	7
1	Suffolk.	13
4	Essex.	5
3	Worcester.	4
2	Franklin.	2
1	Hampshire.	1—262

We have received pupils from

New Hampshire,	4
Connecticut,	4
Rhode Island,	1
Maine,	2—11

273

“With respect to the success of those who have taught after being at this school, I am not able, nor does it seem to me practicable, to speak with any approach to accuracy. Many, under the name of Normal Teachers, though, of course, without a certificate, have taught after having been here but for a small part of a year,—some after a few weeks. It is a constant practice to remain one term, and then, after teaching for some time, to return for a term. Some, of course, succeed at one trial and fail at another. Some have failed badly at one place, and after having or not, as the case may be, returned to the school, have succeeded well in another place.

“In examining the list of those who have passed a year here, in successive terms, I do not find a single case of failure known to me.

“The Board will draw from the statistics which I present such facts as appear useful to them. I wish to suggest a few of the most prominent.

“The first is, the small proportion, (about $\frac{1}{3}$) who have attended one year. It will be noticed, of course, that the pupils of the last three classes, 66, must be subtracted from the whole to obtain the above fraction.

“Second,—The large proportion of those who have not, yet at least, complied with the requirement of attending two terms.

“The Board of Visitors having decided, and, considering the organization of the school, I think wisely, that the terms of attendance need not be successive, a simple declaration only can be taken at entrance, of an intention to return, at some future time. But the practical mischief is, that those who have been here a term or even less go out as Normal Scholars. And in many cases of reported failures, I have found that the individual concerned had been here but fourteen weeks, and often less. One instance I have heard of, in which an individual claimed to be from this school, when, after some investigation, it was found that he was here only for a day, or perhaps more, as a visitor.*

“The returns show great numbers as leaving the school, in certain terms, before its close. This is an evil; but I must either permit it, or refuse to receive many who could attend the greater part, perhaps almost all the term, before their schools commence. The terms have to be arranged with respect to four epochs, namely, the opening and closing of the winter schools, and the opening and closing of the summer schools; and these periods are, by no means, uniform in different districts.

“As to the time of attendance, perhaps enough is presented in the returns to show the extreme disadvantage of the rule adopted.

“One fact more I will mention; there were forty-five scholars present the 12th Term. Of these *four* only attended the next term; so that of an entering class of 25, only *three* were members of the school the succeeding term. I need not surely point out the effect of such an irregularity of attendance. If I may offer an opinion as to the remedy, I would say, that, although a back step is always disadvantageous, compared with starting right, in my judgment it would be wise, *for the cause of Normal Schools*, to fix a rule that none should be received for less than a year.

“I do not mean to imply that the school has been without advantage to its pupils. I do not think so. I have been too interested an observer of the struggles and sacrifices made by many to get such assistance as the school could render them. I have seen many devoting all that they received as teachers, during season after season, to pay their expenses here for such time as their money would permit. I could present to the Board very interesting facts as to the exertions which have been made by individuals of both sexes to remain here for even a few weeks. But while I know and sympathize with, perhaps more warmly than any one, who has not occupied a similar situation, can do, the longings for a fit training of very many who become teachers; and while I acknowledge that many would be deprived of all advantage of the

* “When I passed, a few days since, through Fall River, Mr. Perkins, one of the examining committee of schools, told me they had lately rejected a young man from my school. On inquiry, I found him to be one who had been at the school only about two weeks.”

school, yet for the sake of the *Normal System*, I would urge that, *at the very least*, one year's continuous attendance should be required.

"As I come into contact with these young minds, I find many of them longing, "hungering and thirsting" after knowledge,—they earnestly desire, with an earnestness too, that those do not know who have always had every advantage of instruction, to become fitted for teachers. Very many enter on the office with a pure desire to do good, and a high estimate of the requirements of the situation, which make me ashamed of the little that I can do for them. I see and know the difficulties in the way; probably I tend to allow them too much weight; but I do believe that if the mind, not of the community, that never will be, but of some earnest men, should be turned to this subject,—if even a few should believe that this earnest longing for the means of educating others ought to be gratified, it will be done.

"There is connected with the school a Library of about 300 volumes, consisting chiefly of works on Education, books of reference, histories, biographies, travels, and some of the best popular treatises on science.

"We have also an apparatus, tolerably perfect in some departments. A great deal of the apparatus has been purchased with the donations from friends of the school. Some pieces have been presented. I would mention in particular an elegant pair of high-mounted Globes given to the school by a friend in Boston.

"By the assistance of the same friend, I have been enabled to furnish the school with almost all the class books used, for the use of which I receive from the pupils a small sum, which enables me to keep the books in order, to supply their places, when required, and also to buy occasionally a volume for the library, or a piece of apparatus."

LEXINGTON NORMAL SCHOOL.

LEXINGTON, Nov. 6, 1844.

To the Massachusetts Board of Education :

Gentlemen,—You are well aware, that there are still some persons in the community, who doubt the utility of Normal Schools. The inquiry is made whether the beneficial effects produced by them have been enough to warrant any further appropriation for their support. As yet, however, they have not been so long in operation, that their effects can be fully ascertained. Some of your own number, Gentlemen, have been so situated, that probably you have had no personal acquaintance with any of the teachers, who have been trained in these seminaries. I have, therefore, thought it to be incumbent upon me, to put you in possession of the information on this point, that I have been able to gather.

Having had charge of one of the Normal Schools, during the last two years, it will not be doubted, that I have been desirous to know, and somewhat care-

ful to inquire, whether the school was operating efficiently to the end for which it was established. And now that I have resigned that charge, I assure you, Gentlemen, I did so, not because of any distrust of the usefulness of the institution. Far otherwise; I was brought to perceive its practical influence upon our Common Schools to be so important, that I thought it ought to be in the charge of one, who has had much more experience, and who possesses much more skill than I do, in the art of teaching.

There have been 243 pupils admitted into the school, formerly located in this town, since it was opened, July, 1839. Of this number, there are 64 now in the school at West Newton; and 25 left at the close of the last term,—August 14th,—of whose success or failure as teachers, we may not expect yet to hear. Of those who have been admitted into the school, twenty have not remained long enough to complete their course; and of those who have gone through the studies and the discipline prescribed, thirteen have, for various reasons, never engaged in teaching. These deductions from the whole number that have been admitted, leave 122* of the pupils of this Normal School, who have been and are teachers of schools in different parts of our Commonwealth and country. From their success or failure, the utility of Normal Schools may, in some measure, be fairly inferred.

Let it be premised, however, that it would not be fair in the Legislature to demand, that *all* Normal pupils shall become successful teachers. It has been impossible to prevent the admission into these schools of some, who have been found, on trial, not to possess the tact or the temper necessary for imparting knowledge, although they may possess talents for acquiring it. Then, again, the term prescribed by your Honorable Body for the course of training to be pursued in the Normal Schools, has, in several instances, been found too short to develop, and bring into exercise, talents that have undoubtedly existed. It has consequently happened, in several instances, that pupils have completed the course prescribed, and have gone forth to teach, respecting whose ability we have felt doubtful; and yet have not felt that it would be right in us wholly to prevent their attempting to teach, by proclaiming our belief of their inability. They have, therefore, been furnished with certificates of good scholarship and good moral character, (of one or both as they have been deserved,) and allowed to go and succeed if they could. In some cases they have succeeded remarkably well. In others, they have failed, as we expected. But the failure of such ought not to redound to the discredit of this institution, because they have not gone from us with certificates of ability to teach. While I had charge of the Lexington Normal School, 54* completed the course prescribed, and left us; five of whom have not yet, so far as we are informed, engaged in teaching. Of the whole number, 34 carried from me certificates of my confidence in their ability to teach and govern a school.

* Five or six of these are dead.

† This number does not include the 25 who left August 14th.

Only two of these have failed to realize my expectations, and one of these two is recovering herself. The other 20 went forth, some of them with certificates, in which no assurance, or only a qualified belief, of their ability to manage schools was expressed; several without certificates of any kind. Five of these are reported to have kept very good schools. The rest have, some of them, done tolerably well, and the others have entirely failed.

In order to procure the materials for this communication, I, last May, caused a sufficient number of copies of the following letter to be printed; and soon after sent one to each of the young ladies, who had, from the first, graduated from the Lexington Normal School.

“LEXINGTON, May —, 1844.

Miss ———, The patrons and friends of Normal Schools are, as might be expected, desirous to know, and be able to lay before the Legislature a statement of the effects already produced by these institutions upon the schools in our Commonwealth. I am, therefore, taking pains to ascertain how large a part of the pupils of this seminary have taught in our schools; how long a time they have taught; and with what success.

Will you be so kind as, at your earliest convenience, to write me a full account of yourself?

Where have you been engaged in teaching since you left Lexington?

What schools have you taught,—what kind,—how large?

What has been your success? Please send me a copy of any certificates you may have received from those by whom you have been employed.

If you have not engaged in teaching, be kind enough to state the reason why.

SAMUEL J. MAY.”

To the foregoing, I have received eighty-three letters in reply. The whole file I gladly submit to your Honorable Body, in the assurance that, if you have time to peruse it throughout, you will derive no small satisfaction. But lest your engagements should not permit you to read many of these letters, I beg leave to lay before you extracts from a part of them. In my circular letter, you will observe, that I asked no question respecting the government of their schools. This I regret, as there has been consequently a want of uniformity on this point, in their replies. Quite a number have, of their own accord, stated that they have made no use of *corporal punishment*. Five of the eighty-three, who have replied, have stated that they have resorted to that expedient. The rest of them have made no allusion to the matter. Of these, however, I am informed by report, that many have succeeded in maintaining good order, *without the rod*.

Miss S. M. Cotton, who left Lexington the last of Dec. 1841, states in her letter, dated Sept. 9, 1844, that she commenced teaching in the Centre District in Boylston, and has continued to teach there ever since, excepting one term

that she taught in Leominster. Her schools in summer averaged 35 or 40 pupils; her winter school, 73. The following certificate was given her :

"This certifies that Miss Sally M. Cotton, since her return from the Normal School at Lexington, has been employed most of the time in this town, in teaching; and has carried into practice the principles of instruction,* inculcated in that school. And it gives us great pleasure to say, that she has been eminently successful. Her pupils have made unusual proficiency, and her examinations, which we have had the pleasure of attending, have given the fullest proof of the excellency of her mode of instruction.

WM. H. SANFORD,

Chairman of the School Committee.

JOHN ANDREWS."

Boylston, Sept. 9, 1844.

Miss Hannah P. Rogers, who left Lexington, March 17, 1841, writes that she has taught school in Billerica, during each of the summer seasons since, in all amounting to ninety-five weeks. The number of her pupils has varied from 57 to 80, between the ages of 3 and 16. She has uniformly governed her schools *without the use of corporal punishment*. The following are the certificates she has received :

"TO WHOM IT MAY CONCERN:—

"This is to certify that the bearer, Miss Hannah P. Rogers, has been engaged at various times, as a teacher of our district schools, in which employment she has been eminently successful in instruction and discipline. I do therefore most cordially recommend her to those who may wish to employ her in that capacity.

MARSHALL PRESTON.

One of the School Committee."

Billerica, Sept. 9, 1844.

"TO WHOM IT MAY CONCERN:—

"This may certify that Miss Hannah P. Rogers has been a successful teacher, for the four summers last past, in Billerica. Three of the seasons, she has instructed the school in the district of the subscriber.

"As a parent, and as a member of the examining committee, I have been often in her school, and at all times well acquainted with all its management; and I am happy to testify, that, to the parents of the district, and to the examining committee, her persevering industry, her mode of governing, and manner of teaching have given the highest satisfaction.

AMOS SPAULDING,

One of the School Committee."

Billerica, Oct. 2d, 1844.

* She has governed her schools without resorting to corporal punishment.

Miss Martha Ann Dudley, left the Normal School in August, 1841. She has been engaged in teaching most of the time since. She has kept three different schools in South Reading, and has now the charge of a primary school in Boston. She has had three hundred different children under her care, and has in no instance made use of the *rod*, and she expresses strongly her conviction of the sufficiency of moral suasion. The following is a copy of the certificate given her by the school committee of South Reading:

"TO WHOM IT MAY CONCERN:—

"This may certify that *Miss Martha Ann Dudley* has taught school in this town for the last two years. The subscribers take great pleasure in saying that she has discharged the responsible duties of teacher, with great faithfulness, ability and success, giving entire satisfaction to the committee, and securing the lasting gratitude of parents, and the warm love of the pupils.

LILLEY EATON,
THADDEUS SPAULDING,
EDWARD MANSFIELD,

School Committee."

South Reading, Feb. 1844.

Miss Isabella A. Bowthorpe, left Lexington, and has since kept school the greater part of two years in West Roxbury. She has sent me the following certificate:

"WEST ROXBURY, Oct. 3, 1844.

"TO WHOM IT MAY CONCERN:—

"This certifies that *Miss Isabella A. Bowthorpe*, formerly a pupil of the Normal School at Lexington,—taught for many months one of the primary schools in this village, with distinguished success. Her *method* was excellent, and the results of her government and teaching were such as entirely to satisfy the committee.

THEODORE PARKER,
Local Committee of the W. R. Primary Schools."

Miss Louisa A. Spiller informs me, that soon after she left the Normal School, in 1840, she was appointed to the office of Principal of the lower Department of the West Female School in Salem, in which there were between 80 and 90 pupils. This school, with one assistant, she conducted for nine months, when she was removed to the "East School for Boys," and made teacher of Arithmetic, First Course. In this situation she still continues to labor. The following is a certificate of her success:

"SALEM, October 11, 1844.

THE statement of *Miss Spiller* is a correct representation of her employment in our schools. She was selected to occupy the station she now holds in the East School for Boys, on account of her unusual proficiency in Arithmetic,

and her attachment to this particular study. Her ability, as a teacher, is highly esteemed by the committee.

S. C. PHILLIPS."

Miss Betsey L. Canedy left Lexington, April 21, 1842, and, as she informs me, on the 2d of May took charge of a school in Walpole, which she kept four months. She then removed to Fall River, where she has been engaged in teaching with eminent success, as the following extracts from the printed Reports of the school committee abundantly testify. In the Report for the year 1842-3, page 9th, I find the following—"District No. 14, Census 58:

Winter School.—Taught by Miss Betsey L. Canedy. Miss C. has recently returned from the Normal School at Lexington, where she spent a year. The committee have been particularly pleased with the general appearance of this school. At the annual examination, the committee noticed with much pleasure, the truly admirable order and system with which every thing was conducted. A visit to this school is quite sufficient to convince an unprejudiced mind of the importance of public institutions, for fitting teachers for the successful discharge of the duties of their office. The committee could wish, that every female teacher in town would spend at least one year at the Normal School. It is to be hoped that an enlightened Legislature will continue to foster these Schools for Teachers, since there is no doubt, that, if they are properly sustained, they will rank among the most valuable institutions of the State."

In the Report for the year 1843-4, I find the following notice of the same young lady:

"District No. 12. First Primary, taught by Miss Betsey L. Canedy. This school was opened last winter, in consequence of the crowded state of the Primary Schools in this district. The children in this school are kept under an admirable discipline, neither too rigid nor too lenient. Study and amusement are so happily blended as to avoid most of that uneasiness which so generally prevails in Infant Schools. The mode of teaching is such as to render the schoolroom attractive to the scholars; and the consequence is, that the children learn, and love to learn. This is decidedly the best governed, and the most successful Infant School in this town."

Miss Sarah A. Lord left the Normal School, April, 1842, and immediately engaged in teaching. She has taught two schools in Northfield, one in Templeton, and one in Winchester, N. H. From the school committee of each of those towns she has received certificates of excellent success, copies of which are given in her letter.

Miss Sarah E. Locke, who left the Normal School, April 19, 1841, informs me that she immediately took a school in Randolph, which she kept from May 3d to October 13th. She had 86 pupils between the ages of 3 and 14. The committee gave her a certificate, in which they say "she has proved herself thoroughly qualified for the employment."

She afterwards kept a yearly school in Lexington, of 64 pupils, from 4 to 14 years of age. And afterwards she kept a district school for six months, consisting of 37 pupils between 3 and 13. The school committee of Lexington say in their certificate, "that she has given to all interested perfect satisfaction."

Miss Locke is now teaching a Primary School at Woburn, consisting of 75 pupils.

The following is a copy of the certificate of the Woburn committee :

"TO WHOM IT MAY CONCERN:—

"Miss Sarah E. Locke, a former pupil of the Normal School at Lexington, has been employed for a year past as instructress of a Primary School in this town. The school, when placed under her charge, was not of high character, was large and of irregular attendance. Against these difficulties, Miss Locke was obliged to contend, and she has done it most successfully. The committee award her the highest praise. Her labors have been very arduous, yet always she manifested much kindness and gentleness of manner, and much firmness of command. Her method of instruction is most excellent and thorough, and the committee feel pleasure in saying, that many of her classes have shown as great improvement as any classes they have ever seen. The committee feel it their duty to award Miss Locke their unqualified approbation.

A. H. NELSON,

Chairman of School Committee."

Woburn, Sept. 30, 1844.

Miss Caroline B. Flint, left the Normal School in the Spring of 1842. The ensuing Summer she taught a school of 30 in the north part of Lincoln. During the Summer of 1843, she taught the school in the centre of the same town, 40 pupils. In the Summer of 1844 she was engaged in teaching the same school, when she was invited to become an assistant in the high school at Cabotville.

The following is a copy of the certificate of the school committee of Lincoln :

"TO WHOM IT MAY CONCERN:—

"Miss Caroline B. Flint, lately engaged in teaching the Centre School in this town, being about to leave us, we cheerfully offer to her, her employers, and all concerned, this simple statement, as the most satisfactory testimony in her favor. Two years since, she taught the North School with such success,* that the committee for the Centre District employed her for the last season, and again for this ; and she now leaves us amid the regrets, and with the best wishes of all,—pupils, parents, and also of

ABEL WHEELER,

JONAS SMITH,

School Committee."

LINCOLN, July 12, 1844.

* Without corporal punishment.

At the expiration of the first term, at Cabotville, she received the following certificate :

“Miss Caroline B. Flint has for the last three months been employed as assistant teacher in the Grammar School under my charge, in which capacity she has fully sustained her previous reputation, viz., that of an able, faithful and successful instructor.

WM. K. VAILL,
Principal of School No. 2.”

CABOTVILLE, *Mass.*, Oct. 14, 1844.

Miss Almira Locke left the Normal school in 1840, and has been engaged in teaching almost all the time since. In every district where she has taught, her services have been desired again. In the whole course of her teaching, she has used corporal punishment *but twice*, and her schools have been noted for good order, cheerfulness, and an appearance of ease.

“TO WHOM IT MAY CONCERN:—

“This is to certify, that Miss Almira Locke taught one of the schools in North Haverhill, of which I had the oversight in 1843; that her success was such as to give entire satisfaction to all concerned, and was creditable to herself and the Institution in which she received her preparation for teaching. Her examination before the committee, and her whole management of the school, was such as to lead us to estimate highly the institution of Normal Schools.

G. W. FINNEY,
One of the General School Committee.”

In the printed Report of this Committee, I find Miss Locke highly commended in two instances. “The Summer School in No. 4, was taught by Miss Almira Locke, from one of the Normal Schools. The term of 15 weeks was conducted throughout in a manner highly creditable to the instructress, and satisfactory to all concerned.”

Again; “In District No. 13, there was no school in the Summer, but a very good one in the Winter, under the charge of Miss Locke. Few male teachers could have accomplished more in the same time.”

Miss Rebecca M. Pennell, and *Miss Eliza Pennell*, left the Normal School in Dec. 1840. The former has been engaged in teaching ever since, short vacations of two or three weeks only excepted. The latter taught three years. They have kept schools in Franklin, Mansfield, Walpole and New Bedford. In each town they have been invited to continue their services. Their schools have, in every instance, been larger than the average; and they have governed them *without the rod*. Miss R. M. Pennell, in her letter, dated Oct. 14th, 1844, when she had been teaching three years and nine months, says, “dur-

ing the whole of my teaching, I have never resorted to corporal punishment, *but in one instance.*"

After she had been keeping in Walpole, for four months, a school of 52 children, under 8 years of age, the school committee in the Annual Report alluded to her services in the following paragraph:

"Teachers have learned that their great business is to convince children that knowledge is within their reach,—that they can attain it, and have a sufficient motive to strive for its attainment. When this conviction is produced, a new life and activity are excited in the scholar's mind; his way is seen to lie clear before him; and he feels a sufficient inducement to walk in it. We have been particularly struck with the increase of healthy intellectual excitement; and regard it as, at once, the evidence and the pledge of improvement. The second division of the Centre School has exhibited, in this respect, decided and most gratifying proofs of progress. In this school, we have seen what no words of ours can adequately describe, viz., the superiority of a good instructor over a poor, or an indifferent one. The one is hardly worth having at any price; and for the other, scarcely any compensation is too liberal. * * * * *

In the character of the school just spoken of, we have seen what learning and aptness to teach, and entire devotion to the work, can do in the business of elementary instruction. Such a teacher is cheap at almost any price."

Miss Pennell and her sister, afterwards, both taught in New Bedford. The following are certificates given them by gentlemen of that place.

"NEW BEDFORD, Oct. 8, 1844.

"TO WHOM IT MAY CONCERN:—

"Miss Rebecca M. Pennell, and her sister Miss Eliza Pennell, were employed in one of the largest and most important public schools in this town, for about two years; and as teachers, they exhibited a tact in governing and an aptness in teaching, which caused them to be looked upon as among the best teachers in our service. Their school was orderly, quiet and attentive; and we believe that none have ever succeeded better in gaining the love of their pupils, or the esteem of the parents of such as were put under their care. Miss R. M. Pennell subsequently filled the place of assistant in our high school. In that station, also, we believe she acquitted herself to the entire satisfaction of the committee. If the Normal Schools can furnish such teachers for the children of the Commonwealth, they deserve, and will receive the support of every friend of popular education.

WM. H. TAYLOR,
JAMES B. CONGDON,
WM. C. TABER,
BENJ. T. CONGDON,
THOMAS B. BUSH,

Late School Committee of the town of New Bedford."

"NEW BEDFORD, HIGH SCHOOL, Oct. 11, 1844.

"I am happy to state to whom it may concern, that Miss R. M. Pennell, while

connected with me, as an assistant teacher, gave me entire satisfaction in the discharge of her duties. * * I consider her well qualified, and eminently fitted to give instruction to the young. Her success in New Bedford justifies me in the use of this language. * * * I should rejoice to labor side by side with one, whose mode of instruction, discipline and general management gave me so much satisfaction.

JOHN F. EMERSON, *Master.*"

From New Bedford, Miss R. M. Pennell removed to Walpole, and took charge of the 1st division of the Centre School. Miss Eliza Pennell was at the same time, or had been, the teacher of another of the public schools of the town; the following certificate shows with what success :

"The subscribers, school committee of Walpole, Mass., have employed Miss Rebecca M. Pennell, and Miss Eliza Pennell, as teachers in two of the public schools of the town. The schools have had an unusual prosperity under their care. To sufficient intellectual qualifications, they have added a peculiar tact in gaining the affections of the pupils, and have maintained the necessary discipline without severity or harshness. Their influence upon the manners and morals of the scholars has been of the most desirable character. We consider ourselves fortunate in securing their services.

JOHN M. MERRICK,
ASAHEL BIGELOW."

Walpole, Oct. 9, 1844.

Four of the Normal pupils, Misses Swift, E. and A. Rogers, Wight and Coolidge, have been employed as teachers in the Institution for the Blind,—to what acceptance, may be learnt from the following :—

"BOSTON, October 14, 1844.

"MR. MAY,

"DEAR SIR,—It gives me great pleasure to answer your inquiries respecting the young ladies from the Lexington Normal School, who have been employed here as teachers.

"We have employed four of them, and three are now in our service. They have all proved to be able and efficient teachers. Before employing teachers from the Normal Schools, we had experienced much difficulty in procuring persons, who could adapt themselves to the peculiar method used with the blind; but with the Normal pupils no such difficulty has existed; and I account for it only by the fact, that the latter were well acquainted with the *principles* of teaching, while our former assistants were used only to the routine.

"Indeed, after the success of the first teacher from the Normal School, I advised a young lady, who was then trying to teach in our institution, but not very successfully, (although her natural capacity was good,) to go to Lexington and study awhile. She did so, and after about a year, returned, resumed her duties and became an excellent teacher. The change and improvement, which

had been effected in her case, were so marked, that had I never had any other evidence of the excellence of the Normal School, I should have been inclined to admit it.

"I have the honor to be, dear sir, very truly yours,

S. G. HOWE."

Miss Jane Fessenden left the Normal School in 1840. Since then she has taught a district school in Lexington three seasons, five months each; also in Townsend, one term of ten weeks, and in Woburn, one term and a half.

The following are copies of the certificates she has received:

"TO WHOM IT MAY CONCERN:—

"This certifies that one of the district schools in this town has been taught by *Miss Jane Fessenden*, during the last three summers. The rapid improvement and thorough knowledge of her pupils, in the various branches taught, were highly satisfactory to the district, and at the close of the school received the unqualified approbation of the committee. It gives us pleasure to recommend her as a faithful and successful teacher.

CHARLES TIDD,

Secretary of the School Committee."

Lexington, Sept. 1, 1844.

"TO WHOM IT MAY CONCERN:—

"*Miss Jane Fessenden* of Lexington, a former pupil of the Normal School, has had charge of a primary school in this town for several months. The committee have been fully satisfied with the results of *Miss Fessenden's* school, and with the progress which has been manifested from the very commencement. Her government is perfect, kind, gentle, and yet sufficiently stringent.* Her method of instruction is very clear and thorough. Her explanations are peculiarly suited to the comprehension of scholars; and the whole result has been most satisfactory to the pupils, the parents and the committee. The committee desire to give *Miss Fessenden* their unqualified approbation.

A. H. NELSON,

Chairman of the School Committee."

Woburn, Oct. 5, 1844.

Miss Mary E. Fiske gives the following statement in her letter. "I left the Normal School August 18, 1841. I commenced teaching in my native village (East Lexington) November 29, 1841, at the age of 17, and here I have taught the primary and grammar schools alternately up to the present time. The weeks that have elapsed between these schools, I have been engaged in teaching private schools, in the same place. My primary schools have varied from

* Without corporal punishment.

53 to 58 pupils, from 3 to 10 years of age. My grammar schools from 65 to 69 pupils, from 7 to 21. My private schools have varied from 40 to 71 pupils, from 3 to 21 years of age.

"When I commenced teaching, so much opposition to Normal principles was manifested in the district, I feared I should not succeed. I have had some severe trials, but in every instance I have overcome them, *without resorting to the rod*, and feel conscious that I have carried out what I have professed. For further particulars, I refer you to the committees, and to the parents of the children I have had under my charge."

I have not asked for any certificates of her success. It is known and acknowledged generally; and the fact that she has been employed as a teacher in the same district for more than three years, is alone sufficient evidence of the estimation in which she is held.

Miss Catharine R. Nelson left the Normal School in April, 1842,—and has since taught a school of 68 pupils, during eight months, in Lexington, and a school of 50 for three months in Woburn.

The following certificate was given her by the committee of the former town:

"This certifies that the Centre District School in this town was taught during the last two terms by Miss Catharine R. Nelson. Although the school was one which required more than ordinary disciplinary powers on the part of the teacher, yet it was distinguished for good order,—not the effect of severity, but of that happy union of mildness and firmness, which secured the love, without diminishing the respect of the pupils. The improvement and thoroughness of her pupils, in the various branches pursued, were highly satisfactory to the district, and at the close, received the unqualified approbation of the committee. We believe that in Miss Nelson, are happily united the natural and acquired qualifications of a good instructress.

By order of the school committee,

CHARLES TIDD, Secretary."

Lexington, April 11, 1844.

The following letter is from A. G. Mead Esq., of Brattleboro', Vt. It contains high commendation of three of the Normal pupils, who have successively taught in that town.

"BRATTLEBORO', Vt., Oct. 8, 1844.

"MR. MAY:—I am told you propose presenting to the Legislature of Massachusetts, some account of the success of the pupils of the Lexington Normal School in teaching; and I have been requested to speak of those who have taught in this place.

"We have had three teachers from Lexington. Miss Emily Johnson was the pioneer, and was eminently successful. She introduced the system of instruc-

tion in which she had been trained at Lexington, and we approved it so much, that it was introduced into the three other schools in our village. We feel much indebted to her, both for the excellent system of instruction she introduced amongst us, and for the able and faithful manner in which she carried it out.

“Last year Miss Delia Damon, from your school, taught here one term,—long enough, however, to convince me that she is well qualified for the business, and in a good school would make a valuable teacher.

“During the spring term of the present year, Miss M. A. E. Davis, of Lexington, taught in one of our Common Schools; and gave the most perfect satisfaction to the committee, who employed her, and who frequently visited her school.

A. G. MEAD,
Chairman of School Committee.”

I have valuable testimonials of the success of Miss Johnson, as a teacher in South Reading and in Lexington, of Miss Damon’s success in West Cambridge, and of Miss Davis’s success in Norton, and in Newburyport.

Miss Esther Parmenter, after leaving the Normal School in 1842,—taught in Waltham one year, a large school averaging 56 pupils, with excellent success. She then returned to the Normal School, and spent the greater part of two terms under my instruction. Since then she has taught during five months in the town of Bedford. The following certificate will show with what success :

“This may certify that Miss Esther Parmenter, late from the Normal School in Lexington, has taught the Centre School in this town for twenty weeks, with strikingly good results. It is a large school, containing only the larger scholars of the district. Her excellence has been apparent, in drawing out the minds of the children, and teaching them to think, giving clear and definite ideas, and an understanding of the principles and philosophy of what they learnt. This she has done for the more advanced scholars, as far as one who has tried to do the same would think practicable in the time. With the younger pupils, whose only studies were reading and spelling, her success has not been so striking.

“Her least excellence has been in government, which has not quite corresponded to the other features of her school; though in this, the latter part of the time has much exceeded the former.

GEO. W. WOODWARD,
S. HOPKINS EMERY,
School Committee.”

Bedford, Ms., Oct. 22, 1844.

Miss Louisa E. Harris left the Normal School December, 1840, and commenced teaching in Roxbury, in primary school No. 4, where she has contin-

ued ever since. The average number of her pupils has been somewhat more than 50. The following is an extract from the last Report of the school committee, written by the Hon. Samuel H. Walley, Jr. "I examined the pupils in reading, spelling, both from the book and the reading exercise, also in arithmetic and geography. I was very favorably impressed with the demeanor and recitations of the scholars, and I think that, taken as a whole, I never saw a primary school appear to more advantage."

Miss Mary C. Paddock, since she left the Normal School, has taught very acceptably in several towns, as the following certificates will show.

"I hereby certify that Miss Mary C. Paddock taught school in Dist. No. 10, in this town, during eight months in 1842,—that she gave entire satisfaction to the people of the district, and was eminently successful in governing and communicating instruction to the pupils under her charge.

AARON CROWELL, JR.,
Agent for District No. 10."

Dennis, Oct. 8, 1844.

"This is to certify that Mary C. Paddock taught school in District No. 9, in this town, for the term of 9 months, during 1843,—and that she conducted the school entirely to my satisfaction, and to the satisfaction of all concerned so far as I have ascertained."

JOSHUA CROWELL,
School Agent."

Oct. 6, 1844.

Miss Eliza W. Thompson has been engaged, during the last eighteen months, at West Cambridge, as a teacher in the primary department of the Northwest grammar school. She has had on an average 50 pupils,—and has been very successful as the following certificates show :

"WEST CAMBRIDGE, Nov. 29, 1844.

"This may certify that Miss Eliza W. Thompson, formerly a pupil of the Lexington Normal School, has for nearly two years been employed as a teacher in the Northwest primary school. It is gratifying to be able to state that during this period she has been a successful and constantly improving teacher. She appears to possess that easy influence over the manners of her pupils, that ensures the best order, without resort to harsh measures. The children seem happy in their studies, and at the same time give good evidence of the best progress. From my own examinations, my impressions of her powers, as an instructress, have been altogether favorable. But other members of the committee have known her longer than myself, and their language is more emphatic than even my own in her commendation.

WILLIAM WARE,
Chairman of W. Cambridge School Committee."

"This is to certify that Miss Eliza W. Thompson has been engaged as associate teacher with me, during the past year, to my entire satisfaction ; having been highly successful, not only in the advancement, but also in correcting the deportment of her pupils. Miss T. happily unites those important qualifications of the teacher,—mildness and dignity of character with a regard for right, that causes the pupil, (as the teacher,) to despise deception, and to act and obey from a sense of right and duty.

"Having been a member of the Normal School, her success also adds another to the numerous recommendations of that excellent institution, and to the efficiency of the faithful instructions there given, and enables me to bear my humble testimony in favor of both.

JAMES H. SHEPARD,

Of the High St. School."

West Cambridge, May 1st, 1844.

Miss Nancy Pearce left the Normal School, in April, 1843, and soon after, took charge of the high school in Scituate. There were fifty-five pupils between the ages of 10 and 16. She kept five months, and received the following certificate :

"Miss Nancy Pearce has, with fidelity and untiring devotedness, fulfilled the duties of an instructress, in the high school in this place, the last season. She is confidently recommended as one qualified by her talents, acquirements and moral worth, for any charge in the business of instruction to which she may be called.

EDMUND Q. SEWALL,

Chairman of School Committee."

Scituate, Oct. 1844.

She afterwards took a school in the west parish of Gloucester, comprising forty-four pupils from 3 to 16. She kept it two months and then left to take a school in Somerville. The committee gave her the following :

"Miss Nancy Pearce was examined by the committee of this town, to take charge of one of its primary schools. The examination was unusually satisfactory, and she was most cheerfully approbated. She commenced her school, and, after keeping it for a few weeks, she left it for what seemed to her a more eligible situation, much to the regret of the committee of the district.

"I visited her school, and am happy to say, I formed a most favorable opinion of her qualifications as a teacher.

WILLIAM SAMSON,

Secretary of the Committee."

Miss Susan Flint left the Normal School in April, 1844, and took a school in the west part of Lexington, which she kept about six months. The committee gave her a certificate of which the following is a copy :

"This may certify, that Miss Susan Flint has taught in one of the public schools in this town, and has rendered herself worthy of the highest testimo-

nials, by her success in discipline, by her skill in imparting instruction, and by her unwearied diligence in meeting the duties of her station.

“We freely accord to her our approbation of her method of teaching, and have the fullest confidence in her future success. Perhaps we can give no better expression of our feelings towards her, than to wish that this community might be again favored with her earnest, kind* and conscientious labors.

CHARLES M. BOWERS,

CHARLES TIDD,

School Committee.”

Miss Emma C. Palmer left the Normal School in Dec., 1842, and went to take charge of a District School in Norton. The number of her pupils was between 80 and 90, and their ages varied from 4 to 26. A few weeks after, I received a letter from the minister of Norton, Rev. M. Tilden, from which I make the following extract :

“Your pupil,—Miss Palmer,—succeeds most admirably. She has more than redeemed the pledge you gave us of her ability to teach. She seems to be the very individual I have been anxiously looking for as a teacher, ever since I have been in Norton. She enters heart and soul into the work, and has already succeeded in awakening an unusual degree of interest in the school. All the pupils seem to love and respect her, as well they may, for to the little ones she is a *mother*, to the larger ones a *sister*,—and to all, not a mistress, but a kind friend and instructor, who, they are made to feel by her unwearied labors, is devoted to their highest welfare. One beautiful proof of the interest which is felt in the school, is given in the very general and punctual attendance of the pupils. So obvious indeed is the anxiety to attend, that one man remarked that “he believed, all under 40 were going to school this winter.”

So it continued to the last,—and Miss P. was very urgently solicited to take the summer and next winter schools in the same district. *She used no corporal punishment.*

After a few days respite, Miss Palmer took charge of a primary school in Boston, which at no time comprised less than 45 pupils, and sometimes as many as 70. Certificate as follows :

“November 11th, 1843.

“*In Primary School Committee, District No. 2.*

“Miss Emma C. Palmer, having been engaged for some time as the teacher of school No. 3, in this district, and being now, to the great regret of this committee, about to leave the city for another situation, the committee cannot suffer her to depart, without expressing to her their entire satisfaction with her since she has been connected with them in the care of the school, and their great reluctance to part with her; and while they wish her success in

* She has used no corporal punishment.

her new situation, they will only express their hope, that she may give as entire satisfaction to her new employers as she has to us.

JOSEPH W. INGRAHAM, *Chairman.*

EPHRAIM BUCK, JR., *Secretary.*"

She removed from Boston to Hartford, Ct., and took charge of a small select school. Her success there also has been complete, as several certificates in my hand testify. While in Boston, she did in a very few instances, resort to corporal punishment.

Miss Elizabeth G. Mann left the school at Lexington, in April, 1844, and soon after took charge of the Union School, in Scituate. The number of her pupils was 63, between the ages of 10 and 16. The following is a copy of the certificate she received on the 14th of September :

"Miss Elizabeth G. Mann was entrusted with the care of the high school in Scituate, during the last spring and summer. On visiting it, at the close of the term, I found ample evidence of the fidelity, industry and good learning of the instructress. This was her first attempt, made under more than ordinary discouragements. I am happy to say that, in my judgment, the success was sufficient to warrant the highest hopes for Miss Mann, as a teacher and governess in our schools.

EDMUND Q. SEWALL,

Pastor of the First Church in Scituate."

Miss Mann informs me that she used corporal punishment but in *one* instance. On the morning of the day she left Scituate, Miss M. received from a gentleman living very near the schoolhouse, the following note :

"I beg leave, as one of the members of the district, to present you with my thanks for the able and impartial manner in which you have conducted your school. I think that the school under your care has been of more benefit to the children, than any school that we have ever had, and I fear, than we ever shall have again.

Respectfully,

M. P. RICH."

Miss E. M. Norcross left Lexington, April, 1844, and soon after took a district school of 22 pupils, in Bedford. This she kept 18 weeks. Two of the committee, the ministers of the town, speak thus of her.

"This may certify,—that Miss E. M. Norcross, late from the Normal School at Lexington, having taught a small school in this town the past summer, has shown the capacities of a good instructress :

"It being her first school, she has yet maintained a judicious discipline,—has excited the minds of the children to action in a good degree,—has taught not only words but ideas beyond the average of teachers,—and has shown her own mind to be active in her work, with a due sense of her duty and responsibility in the employment.

"She has pursued *a system and method from the very first*, thus laboring effectually because definitely, and because she began at a point which few reach till after considerable experience, and many not at all. We consider her a good teacher, and think she will become a superior one.

GEO. W. WOODWARD,
S. HOPKINS EMERY,

School Committee.

BEDFORD, Oct. 11, 1844.

P. S.—She has not struck a blow."

Miss Anne Maria Whitney left the Normal School in the Spring of 1842,—commenced teaching the week afterwards, and taught continuously, with only a short vacation, until the last September, when she returned to spend another term in the Normal School. She has taught two different sets of children. In her first school she used some corporal punishment. In her last *none at all*.

The following are copies of her certificates :

"This certifies that I employed Anne M. Whitney to teach our district school last winter. She taught with great success, and gave the most universal satisfaction of any teacher employed here for a number of years.

"I also employed her the previous summer, and she taught with equal success.

OLIVER STANLEY,

"ATTLEBORO', Oct. 18, 1844.

Committee District No. 5."

"DODGEVILLE, Oct. 17, 1844.

"This certifies, that Miss Anne M. Whitney taught school about six months in District 22, Attleborough, with good success; and gave as good, if not better, satisfaction to the parents than any other teacher that has taught in this District for some years; and the children improved as much as could be expected in the time. With regard to government, I would say she *did not use any corporal punishment* in her school, to my knowledge, though she kept a very orderly one.

GEORGE H. DODGE,

Prudential Committee.

Miss Mary Hopper, of New York city, having spent a year and three months in the school at Lexington, left us in March, 1844,—and soon after commenced a school at Manhasset, on Long Island. On the 15th of May I received the following letter from *Mrs. Lydia Maria Child*.

"NEW YORK, May 13, 1844.

"MY DEAR FRIEND;—

I must write to tell you how much I am pleased with Mary Hopper. I am very much surprised at the rapid ripening of her character. She conducts her school admirably, and seems in excellent spirits, though her task is a pretty arduous one. She has 33 pupils, and many requests for admission have been re-

fused! Her fame as a graduate of the Normal School extends through the district,—and many families send, who never sent before. *She uses no punishment*, and nothing surprises me more than the order she was able to maintain in such a mixed assemblage of girls and boys of all ages.

“Mary appeared to me to be extremely thorough in her mode of teaching; and I should judge from appearances, that she was very popular among the pupils. She evinces so much firmness, good judgment and self-possession, that I think she may soon take a higher school.

Your affectionate friend,

L. M. CHILD.”

A few weeks ago, I received the following letter from the gentleman by whom Miss Hopper was employed.—

“MANHASSET, Sept. 26, 1844.

“MR. MAY,

“SIR,—I am sorry that I have been thus tardy in acquainting you of our entire satisfaction in the selection you made of a teacher for our school. Miss Hopper is endowed by nature with qualities that render her a good disciplinarian. She has kindness and gentleness combined with firmness and a love of order. Her method of teaching is also very satisfactory, and she is eminently faithful to her charge. In short, we consider her *a great blessing* to our community. The number of scholars that have attended the past summer, has greatly exceeded our expectations, so that her duties have been quite arduous. I do not however perceive that her health has been impaired,—or her good nature. If the majority of teachers that are educated at your Seminary, exercise as good an influence in the schools they may have in charge as does ours, they will have a very important bearing on the future well being of society.

“We thank you, Sir, for your prompt and obliging attention to our requests.

Yours respectfully,

BENJ. T. POOLE.”

I might make many more extracts, showing that others have succeeded quite as well in keeping school, as those to whom the foregoing extracts refer. But the whole file of letters will be in your hands, and can be examined by you, as much as you see fit. From this, and from verbal reports, I have assurance of the success of many others, particularly Miss H. M. Damon,—M. Whittier,—M. A. Russell,—E. S. Fiske,—H. C. Whitney,—M. A. Parker,—J. A. Smith,—M. Weld,—M. A. Viles,—R. D. Viles,—M. S. Smith,—Susan Johnson,—M. M. Stevens,—Anna S. Everett,—and Maria W. Jenkins.

Perhaps you may inquire, why more of those, to whom my letter was sent, have not replied. I am able to answer the inquiry only by conjectures. Probably some of the young ladies have married, and removed from their former homes. Respecting the residences of others I have been uncertain; and there have been perhaps some instances of the miscarriage of letters. I have just

heard that Miss Burdick, who has distinguished herself as a teacher in New Bedford, has not received the one addressed to her.

It may be thought and said by some, that those of our pupils, who have become good teachers, would have become so, if they had not attended the Normal School. Perhaps they would. But you will find, Gentlemen, in many of the letters, that I herewith submit to you, very strong expressions of indebtedness to this institution ; and I assure you nothing has been more encouraging, both to Mr. Pierce and myself, than the warm acknowledgments we have frequently received from those of our pupils, who have become the most successful teachers.

Very respectfully,

SAMUEL J. MAY,

Late Principal of the Normal School, Lexington.

P. S. Since the above communication was prepared, I have received written and verbal assurances of the success of many of the pupils of the Lexington School, which if the communication were not already so long, I should be glad to introduce into it.

S. J. M.

Boston, Dec. 10. 1844.

CHARLES H. MILLS, *Treasurer.*

45

J. W. JAMES,
E. H. CHAPIN, } *Committee on Accounts.*

EIGHTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD OF EDUCATION.

TO THE BOARD OF EDUCATION.

GENTLEMEN :—

By a Resolve passed at the last session of the Legislature, (March 7, 1844,) it is provided that the Report of the Board of Education "be printed annually before the meeting of the Legislature, or as soon thereafter as may be." Hence it is necessary that my

EIGHTH ANNUAL REPORT

should be submitted to you, at an earlier period than usual.

The Annual Abstract of the Massachusetts School Returns was completed and ready for distribution in October last. In 1843, owing to my absence from the country, the Abstract for the year, included no selections from the reports of the school committees. On the 1st day of May last, therefore, I found myself in possession of the school committees' reports for two years. Each set of these documents was more voluminous than for any preceding year. Together, they were equal to fifty-five hundred closely written letter-paper pages. Having, as in former years, read every word of these reports, in order to qualify myself for making selections from them, I have the means of forming an estimate of their value. I do not hesitate to pronounce them as valuable a body of school documents as I have ever seen, in any language. In almost every thing that relates to the outward organization of our public schools, to the general principles on which these schools should be administered, the necessity of liberal endowments for their support, and the great purposes of public and private beneficence they are capable of accomplishing, the reports abound in sound principles, heartily and energetically set forth. Throughout their whole compass, however, they exhibit abundant evidence that the prevailing views of what our Common Schools should be, are very far in

advance of what they really are. In theory, no quarter is granted to uncomfortable, unhealthful, repulsive schoolhouses; while, in fact, many such edifices still exist, to deform the beauty of our villages, to alienate children from school and from study; to sow thickly, in the constitutions of the young, the prolific seeds of disease, and to perpetuate what, by an unnatural union of ideas, may be called school vices. On paper, the reports give us the certainty of demonstration, that none but intelligent and exemplary, self-devoted and self-sacrificing individuals should ever be intrusted with the guardianship of children; but in practice, the school committees as deeply lament as they positively affirm, that the momentous interests of the rising generation, and of course, the future hopes and well-being of the republic, are, in numerous instances, committed to individuals, who are too young to have much either of experience or of judgment; whose opportunities have been so few that they cannot have minds replenished with various information, and who, therefore, are unable to dispense those abundant treasures of knowledge, and to exhibit those elevated and inspiring examples of character, which, if existing in the teacher, would be reproduced and multiplied in the pupils under his care. So too, of the suicidal policy of dismembering school districts; so of the variety of school books, with its consequent embarrassment, and obstruction to progress; so of the want of a proper classification of scholars, and of many other constituents in the welfare of our schools;—in all these respects what is, contrasts strongly with what should be. It is well that these high standards should be annually held up, and made conspicuous to the people. The thought of improvement must go before the act. The desire and purpose must precede the pursuit. Neither a man, nor a people, wholly content with the present condition, ever betters it; and in regard to all things dependent upon human exertion, where effort ceases, degeneracy begins.

Both the school committees' reports and the Tables of the Abstract, give certain evidence that the people of this State, are gradually working upward towards a higher standard, in regard to Common Schools. Since 1837, the appropriations for

building and repairing schoolhouses have amounted to between nine hundred thousand and a million of dollars. During the same time, the annual grant made by the towns, for paying the wages and board of teachers, and supplying fuel for the schools has increased more than one hundred thousand dollars; and while the aggregate paid for tuition in academies, is advancing, the item of expenditure for private schools, has fallen off some \$30,000. He looks at the working of our institutions with a very unpatriotic eye, who sees, in this last fact, nothing but a transfer of so much money from one column to another, in our educational statistics. Were this all, we might, in many instances, rather lament than rejoice, at such a result; because many of the instructors of our private schools are among the worthiest of our citizens and the best of our teachers. Indeed, many of them commenced their profession, as teachers of private schools, because the public offered no adequate remuneration for their services, as teachers of Common Schools. But this change in the destination of so large a sum of money, proves that more and more of the children of the Commonwealth are educated in a truly republican manner,—educated together, under the same roof, on the same seats, with the same encouragements, rewards, punishments, and to the exclusion of adventitious and artificial distinctions. Every body knows that the more early and the more firmly a child's mind is turned towards the fact, that his success, estimation, character, in after-life, are to depend upon his own conduct and exertions, rather than upon accident or favoritism, so much the more likely is that child to become a prosperous and an exemplary man. I see, therefore, in the fact here noted, not merely a diversion of so much money from one destination to another, but the evidence of a peaceable and auspicious change in public sentiment, and a sure omen of good for the rising generation and for the race.

Let me not, however, be understood as censuring those parents, who, *after having conscientiously and perseveringly done every thing in their power*, to improve the character of their own schools, and still finding them to be places of intellectual or moral dearth or danger, seek for those benefits in private establishments which are denied them in the public ones.

A much larger proportion of the school committees' reports was printed by the respective towns, for distribution among their inhabitants, during the last two years, than ever before. In 1843, forty-three were printed,—and in 1844, there were forty-four. In this, as in many other particulars, connected with the prosperity of our schools, the county of Essex takes the lead. About half of all the towns in this county print their reports.

The law requires that the annual reports of the school committees shall be either printed, or read in open town meeting. As a means of diffusing information respecting the schools, and of exciting an interest in them, the former mode is incomparably superior to the latter. Amid the promiscuous assemblage and the hurried transactions of an annual town meeting, where, not only a variety of public questions, but a multiplicity of private affairs engrosses the attention, the report of a school committee has no fair chance of being even heard by a great majority of the inhabitants; still less of being duly considered by them. After being read, it is immediately deposited in the archives of the town, so that, if any individual is not punctually present and sedulously attentive, he will never become acquainted with its contents; for not one man in five hundred, will ever resort to the office of the town clerk to peruse the document in private. But when printed for distribution, a copy is left with each family. It remains in every household, lying upon the table, soliciting to be read, yet awaiting the leisure of the inmates. In this situation, it attracts the notice of mothers, some of whom are the most efficient benefactors of our public schools. There too, it is read, not only by mothers, but also by elder brothers and sisters, none of whom ever hear it, or see it, when it is only read in town meeting, and then buried among the records of the town. It is also obvious, that when a report is only read in town meeting, that portion of the community who need it most, are least likely to hear it.

Some places, it is true, form an exception to the above remarks. There are towns in the State, where the reading of the school committees' report constitutes one of the most interesting exercises of the meeting. All private business is for the

time suspended. The voters gather round and sit with listening ears and receptive minds. Instances have occurred where, after the reading of their annual report, the committee have read selections from the report of the Board of Education, or from other educational documents, to enlighten the minds and enkindle the zeal of the people, on the great subject of Common Schools. But these are rare cases. On the other hand, where the towns are populous, and the attendance at town meeting general, and especially where some topic of local or of party interest absorbs and agitates the minds of men, the law, for all beneficial purposes, might about as well provide that the reports of the school committee should be read during the sham-fights, at our annual militia musters.

For reasons too obvious to be mentioned, the character of many of the reports would be improved, were they written with a view to being printed. The desire of approval, within the limits assigned by reason, is a laudable impulse; and the expectation of publicity may prove a stimulus even to the most conscientious men. Highly valuable and excellent as are the school committees' reports, when considered as a whole, yet there are more or less of them, every year, which I think would never have passed from the committees' hands, had their authors anticipated the doom of appearing in print.

I cannot pass from this subject of the School Abstracts, without pointing out some of the modes in which they may be more extensively and beneficially used, than they have heretofore been. Five volumes have now been published. Single copies have been distributed to all the members of the Legislature, and to the town clerks of the respective towns; duplicates to the school committee of every town, and triplicates where the towns are large. The last volume contains two hundred and seventy-eight very large, closely-printed octavo pages. It was compiled from a body of documents containing three or four times that amount of reading matter; so that two or three times as much was omitted, as was selected for printing. Hence, to secure any considerable space in the Abstract, a high degree of excellence in the reports was necessary. Hence, too, the choice character of the work. The Abstracts treat of a

great variety of topics. They contain important facts, reasonings and suggestions, in regard to a majority of all the points essential to the welfare of our public schools. To lay open this store-house of information, town committees, prudential committees and teachers, in many instances, have invited the inhabitants of the district to assemble together, during the long winter evenings, for the purpose of having select passages from the Abstracts, specially applicable to some emergency or peculiarity in their condition, read to them. In this way, views have been enlarged, prejudices dispelled, interest in the cause of education quickened. But the Abstracts have seldom been used by the teachers in the schoolroom; and, yet the occasions are almost innumerable where this might be done with signal benefit. They may be used to promote intellectual progress; they may be used as a strong moral incentive to good conduct, and as a dissuasive from ill. There is scarcely one of the volumes which does not describe schools and classes preëminent for their excellence;—schools where the attendance has been remarkable both for its punctuality and regularity; classes which have distinguished themselves in spelling, in neatness and proficiency as exhibited in their writing-books, in reading, in working out difficult arithmetical problems, or in the expert and elegant drawing of maps, upon the black-board; or which, in some other branch, have won for themselves the commendation of the committee and been honorably reported to the town. Let the teacher read passages of this description before his school, such as may be especially appropriate to the condition of his own scholars, and cheer them on to emulate the high example of children in other parts of the State. Suppose, on the other hand, the teacher sees prognostics of a mutinous and insubordinate spirit among the elder scholars,—the falsely called young *men*,—of the school; let him select from the Abstract some passages in which a school insurrection is condignly denounced and reprobated, the infamousness of its character portrayed, the names of the wicked agents in committing it,—and there have been several cases of this sort,—called out from the school committee's report, in open town meeting, to be afterwards forwarded to the seat of government, and there deposited among

the records of the State, as an enduring memorial of their disgrace. Bright rewards, retributive consequences, like these, might be employed, among the motive-powers for advancing and governing a school, and would often exercise a decisive influence over its destiny.

I proceed to compare a few of the school statistics of the year 1843,—the last received, with those of 1837.

The number of children in the State between the ages of 4 and 16 years, in 1837, was	177,053
On the 1st of May, 1843, it was	192,027
Increase,	14,974
The number of scholars of all ages in all the public schools, in 1837, in summer, was	122,889
In 1843, in summer, it was	147,405
Increased attendance, in summer,	24,516
The number of scholars of all ages in all the schools, in 1837, in winter, was	141,837
In 1843, in winter, it was	169,191
Increased attendance, in winter,	27,354
The average number in attendance, in 1837, in summer, was	94,956
In 1843, in summer, it was	104,553
Increase of average attendance, in summer,	9,597
The average number in attendance in 1837, in winter, was	111,520
In 1843, in winter, it was	122,327
Increase of average attendance, in winter,	10,807

No registers were kept in the schools, in 1837; and there are many facts tending to prove that the estimates then made, both of the whole number of scholars, of all ages, belonging to the schools, and of the average number in attendance, were too high.

But supposing them to be accurate, it follows that, with an increase of less than 15,000, in the number of persons between 4 and 16 years of age, there is an increase of 24,516, in the number of those attending school, in summer; and of 27,354, in the number of those attending school, in winter. It appears also that the *average attendance* of this greatly increased number is higher than was the average attendance of the smaller number. This last fact is especially worthy of remark, because the new recruits freshly brought into the schools would naturally be far less punctual in their attendance than the rest. Another fact also bears directly and strongly upon this point. In 1837, the average length of all the schools in the State was only six months and twenty-five days, while, during the last school year, the average length of the schools was seven months and twenty-two days. Of course, other things being equal, the average of attendance would be greater for a short school than for a long one; for if parents will not spare their children regularly to attend a short school, still less will they be inclined to spare them, when the school is long.

Still, both the whole number in attendance on the Common Schools of the State, and the average of the attendance of this number, are alarmingly low, when compared with the whole number of our children of a school-going age. This startling fact is shown by the following aggregates.

Whole number of children in the State, between the ages of 4 and 16, in 1843,	192,027
Number of scholars of all ages, in all the schools, in summer,	147,405
In winter,	169,191
Average attendance in the schools, in summer,	104,553
In winter,	122,327
Number under 4 years of age attending school,	7,083
Number over 16 years of age attending school,	12,393
Now the average number of scholars, in all the academies in the State, last year, was	3,760
And the average number in all the unincorporated academies, private schools, and schools kept to pro- long Common Schools, last year, was	25,850

The great majority of the latter number consists of those who attend the Common Schools, while they continue; but, during the vacations of these, they attend private schools, schools kept to prolong Common Schools, &c.

A glance at these facts is ocular demonstration that thousands and thousands of our children, between the ages of 4 and 16 years, attend no school whatever, from the beginning to the end of the year. Although there may be no native born child who never enters a school, from the age of four to that of sixteen, yet it is certain that there are many between those ages, who are absent from school, a whole year, if not whole years, at a time. And in regard to those who attend school, more or less, every year, there are not a few, whose irregularity of attendance is aggravated into what may be almost called, a regularity of non-attendance.

In my Fifth Annual Report, I showed that, such was the enormous amount of the average absence of scholars wholly dependant upon the Common Schools for an education, that, were a single portion of the territory of the Commonwealth to be selected, and doomed to bear the entire loss, the "absence even in winter, when it was more than eighteen thousand less than in summer, would have exceeded the number of all the children between four and sixteen years of age, in the five western counties of Berkshire, Hampshire, Hampden, Franklin, and Worcester;—that it would have exceeded, by more than ten thousand, all the children, between four and sixteen years of age, in the six south-eastern counties of Norfolk, Bristol, Plymouth, Barnstable, Dukes county, and Nantucket; that it would have been nearly equal to all the children, between the same ages, in the three great counties of Suffolk, Essex, and Middlesex; and that the amount of absence in the summer, would have exceeded the number of children in the three last named counties, by more than sixteen thousand." The questions which I then put, have since lost but little of their significance, namely; "were all the children in either of those three great sections of the Commonwealth wholly deprived of the privileges of a Common School education, would not the State, foreseeing the inevitable calamities which, in the immutable order

of events, must result from rearing so large a portion of its population in ignorance,—be filled with alarm, and impelled by the instinct of self-preservation, to seek for an antidote? But is the evil which this fact infallibly prophecies, any less dangerous or imminent, because, instead of shrouding one particular section of the Commonwealth in night, it is diffused over the entire surface of the State, darkening the common atmosphere, and blinding the vision of the whole people?"

Another aspect, in which this case may be presented, is as little calculated to minister to our contentment or self-complacency. Deducting the number of children below *four* and over *sixteen* years of age, who attend our Common Schools, it then appears that, while the schools themselves are kept less than two-thirds of the year, the average attendance of children between 4 and 16 is less than two-thirds of the whole number between these ages belonging to the State. And this is true even of the winter schools, when the average attendance exceeds by eighteen thousand the average attendance in summer. If one-third of the schooling of the children is lost, each year, then, of course, in three years, it is equal to the loss of their whole schooling for one year. Now suppose that every third year, the State should raise its more than half million of dollars, and should provide and pay its complement of teachers, but that no child should attend its schools for a single day; that the schoolhouses, those places which we have been accustomed to look upon as the nurseries of intelligence and virtue, and the defences of our liberty, should be left desolate from one end of the year to the other. The actual fact is worse than the supposition here made; because a regular and unbroken attendance for two years, during the whole time the schools are kept, with an entire intermission of the third year, would be far more serviceable than the same amount of schooling spread irregularly over three years. Or, to look at the case, for one moment, in another of its aspects; suppose, every third year, the whole body of teachers in the State, should absent themselves from their respective schools, and still draw their compensation from the public treasury; would the injustice on the one side, or the loss on the other be any greater, in that year, than they now

are? For imparting instruction, through the medium of our schools, the presence of the scholar is as essential, as the presence of the teacher.

In this extraordinary state of things, we may well inquire, where lies the error? With such a striking contradiction between our own course, and the clear indications of nature, we may ask, whether nature herself has made a mistake, or whether we are not wrong in refusing to comply with her plans? Does the body demand daily and well-adapted nourishment, for twenty years, in order to reach its full development and strength, while the soul can expand and get wisdom and understanding amidst moral and intellectual drought and barrenness? Is there no such thing as mental destitution and famine, as well as physical starvation? Does the body obey a law of increase which postpones its maturity for a period of twenty years; while the mind can be developed into full proportions, and replenished with all requisite knowledge and judgment and principle, at once? Is there no veracity in those records of human history which declare, in respect to every nation, without an exception, that where the children are uncultivated, the men and women are barbarians? Is it true that where one ignorant and passionate man controls the destinies of an empire, he will assuredly hurl it to destruction; but that a nation, whose destinies are controlled by thousands of ignorant and passionate men, may still look forward to a joyous career of prosperity and renown? Did our ancestors commit so great an error as to provide a system of schools for all the children in the State, when only a part of those children would have either necessity or occasion for the benefits they confer? Is so limited an education as our schools are now giving sufficient for the political wants of a community, all whose voters "sit in kings' houses?" If all these questions cannot be answered in the affirmative, then ought we not to feel alarmed that so many of our children are annually forfeiting the benefits of our schools?—I do not mean the alarm of the simpleton, who is bereft of his senses at the prospect of danger, but the apprehension of the wise man, who, foreseeing calamity, averts it by timely precautions. Among our most patriotic and philanthropic citizens, the inquiry is becoming more and more frequent,

whether a right to rear up children in a state of ignorance, with all its consequent degradation and dangers, is one of the inalienable rights of a republican.

In this connection I would suggest, whether the income of the school fund might not be distributed among the towns, according to the attendance upon the schools, and not according to the numbers between four and sixteen years of age. Why should money be given to the towns to be thrown away?

EMPLOYMENT OF FEMALE TEACHERS.

One of the most extraordinary changes which have taken place in our schools, during the last seven years, consists in the great proportionate increase in the number of female teachers employed.

In 1837, the number of male teachers in all our public schools, was	2370
Of females,	3591
In the school year 1843-4, it was,—males,	2529
Females,	4581
Increase in the number of male teachers,	159
Do. “ female “	990
During the same time, the number of schools, in the State, has increased only	418

This change in public sentiment, in regard to the employment of female teachers, I believe to be in accordance with the dictates of the soundest philosophy. Is not woman destined to conduct the rising generation, of both sexes, at least through all the primary stages of education? Has not the Author of nature pre-adapted her, by constitution, and faculty, and temperament, for this noble work? What station of beneficent labor can she aspire to, more honorable, or more congenial to every pure and generous impulse? In the great system of society, what other part can she act, so intimately connected with the refinement and purification of the race? How otherwise can she so well vindicate her right to an exalted station in the

scale of being ; and cause that shameful sentence of degradation by which she has so long been dishonored, to be repealed ? Four fifths of all the women who have ever lived, have been the slaves of man,—the menials in his household, the drudges in his field, the instruments of his pleasure ; or at best, the gilded toys of his leisure days in court or palace. She has been outlawed from honorable service, and almost incapacitated, by her servile condition, for the highest aspirations after usefulness and renown. But a noble revenge awaits her. By a manifestation of the superiority of moral power, she can triumph over that physical power which has hitherto subjected her to bondage. She can bless those by whom she has been wronged. By refining the tastes and sentiments of man, she can change the objects of his ambition ; and with changed objects of ambition, the fields of honorable exertion can be divided between the sexes. By inspiring nobler desires for nobler objects, she can break down the ascendancy of those selfish motives that have sought their gratification in her submission and inferiority. All this she can do, more rapidly and more effectually than it can ever be done in any other way, unless through miracles, by training the young to juster notions of honor and duty, and to a higher appreciation of the true dignity and destiny of the race.

The more extensive employment of females for educating the young, will be the addition of a new and mighty power to the forces of civilization. It is a power, also, which, heretofore, to a very great extent, has been unappropriated ; which has been allowed, in the administration of the affairs of men, to run to waste. Hence it will be an addition to one of the grandest spheres of human usefulness, without any subtraction from other departments ;—again without a loss. For all females,—the great majority,—who are destined, in the course of Providence, to sustain maternal relations, no occupation or apprenticeship can be so serviceable ; but, in this connection, it is not unworthy of notice, that, according to the census of Massachusetts, there are almost eight thousand more females than males belonging to the State.

But if a female is to assume the performance of a teacher's duties, she must be endowed with high qualifications. If de-

void of mental superiority, then she inevitably falls back into that barbarian relation, where physical strength measures itself against physical strength. In that contest, she can never hope to succeed ; or, if she succeeds, it will be only as an Amazon, and not as a personification of moral power. Opportunities, therefore, should be every where opened for the fit qualification of female teachers ; and all females possessing in an eminent degree, the appropriate natural endowments, should be encouraged to qualify themselves for this sacred work. Those who have worthily improved such opportunities, should be rewarded with social distinction and generous emoluments. Society cannot do less than this, on its own account, for those who are improving its condition ; though for the actors themselves, in this beneficent work, the highest rewards must forever remain where God and nature have irrevocably placed them,—in the consciousness of well-doing.

Could public opinion, on this one subject, be rectified, and brought into harmony with the great law of Christian duty and love, there are thousands of females amongst us, who now spend lives of frivolity, of unbroken wearisomeness and worthlessness, who would rejoice to exchange their days of painful idleness for such ennobling occupations ; and who, in addition to the immediate rewards of well-doing, would see, in the distant prospect, the consolations of a life well-spent, instead of the pangs of remorse for a frivolous and wasted existence.

TOWN APPROPRIATIONS.

According to the Graduated Tables, it appears that the highest appropriation made last year, by any town in the Commonwealth for the education of its children, was made by Somerville, in the county of Middlesex. It was \$7,62, for each child between the ages of 4 and 16 years, belonging to the town. The lowest, made by the town of Richmond, in the county of Berkshire, was only \$1,03 for each child between the above-mentioned ages ; a sum insufficient to entitle the town to a distributive share of the income of the school fund. This appropriation by Richmond, when compared with the valuation of

the town, amounts to but a very small fraction more than one mill on the dollar.

That this arrangement of the several towns in the State, in a Graduated Table, according to their liberality in supporting schools, produces beneficial results, is obvious from the simple fact, that no town has ever been at the foot of the list, for two years in succession. When they strike bottom, they give a vigorous rebound. Considerations growing out of their relative position in regard to other places, have led many towns to increase their appropriations for schools. The motive acts most strongly where a generous impulse is most needed. In 1841, the first year in which the plan of a Graduated Table was adopted, there were eight towns in the State, whose appropriation was less than \$1,25,—the sum necessary to entitle a town to a distributive share of the school fund,—for each child between the ages of 4 and 16 years, within their respective limits; and there were also five towns which had raised \$1,25 only; thus just bringing themselves within the rule of distribution. Last year, there was but one town whose appropriation was less than \$1,25, and only four others which did not exceed that sum. From year to year, the towns present the gratifying spectacle of moving steadily upwards along an ascending series.

The remark has been before made, yet, to prevent misapprehension, I venture to repeat it, that the Graduated Tables, although presenting by far the most just and general, yet do not, in all cases, present an infallible criterion for determining the relative liberality of the different towns. It is believed however, that no other test, at once so general and so impartial, could be applied. The income of the Surplus Revenue, when appropriated to the schools, is made part of the dividend, in all cases. Voluntary contributions for board and fuel, which, to some extent, modify the towns' apparent liberality, are uniformly set down. These contributions, however, do not, for several reasons, appear in the quotient which indicates the amount of money expended for each child. First, they are an uncertain resource. Secondly, they are made, not by the town, but by the districts; and in those districts where no such contributions are made, the children enjoy only their distributive share of the

town's money. To include these, therefore, would assign to some children what they never receive. And, thirdly, they vary greatly, in different districts, in the same town, and in the same district, in different years; whereas the educational resources of the children should not be liable to fluctuation. The income derived from local funds does not appear in these Tables. These funds were given to improve the character of the schools, and not to save the inhabitants from taxation. Had the latter been the object, the donations would have been made to the town, generally, and not specifically to the schools. The donors must have intended to make the schools so much better than they otherwise would be. They could not have intended or expected that the schools would remain as poor as ever, by the towns' withholding a portion of their accustomed grant, equal to the amount of the gift bestowed. Had such been their purpose, they would have made the town treasury, and not the schools, the object of their bounty. When a town, therefore, after accepting a bequest or donation for the benefit of its schools, immediately reduces its own school appropriations by an equal amount, and thereby leaves the schools and children unprofited by the gift, it is difficult to distinguish the case from an embezzlement of funds confided to its keeping for the benefit of the rising generation.

The Statistical Tables, among many other things, show the valuation and population of each town, together with the amount of its appropriation for schools. A comparison of these items is highly creditable to some of the towns. The whole amount of taxes levied last year, by all the towns in the State, for the support of schools, fell a fraction short of \$550,000. The last valuation of the State, in round numbers, was \$300,000,000. The whole amount, therefore, levied by taxes, for schools, last year, averaged less than two mills on a dollar, for all the taxable property of the Commonwealth. But the small town of Monroe,—a little place wedged in among the Green Mountains, in the northwestern angle of the county of Franklin, with a population of only 282, and a valuation of only \$41,750, taxed itself for the support of its schools, last year, almost five mills on the dollar, besides contributing a proportionately large sum for board and fuel;—a little town, indeed, but with a great heart. In some towns, unhappily, this proportion is reversed.

Although there is no state or nation in Christendom worthy to be compared with Massachusetts, for its munificence in expending money to support free schools; yet it is obvious that we have not reached our ultimatum on this subject, nor done justice to our own ability. According to the last census, our population fell a fraction short of 738,000. Were our appropriations for the payment of teachers' wages, for board and fuel, to be increased 40 per cent. beyond what they now are, they would amount to only about a dollar an inhabitant, for the whole Commonwealth. Even at such a rate of appropriation, the entire property of the State would be converted into knowledge and virtue, through this instrumentality, less than once in four centuries,—less than once in ten generations, allowing forty years as the average length of life,—or, finally, at the rate of less than five times, since the commencement of the Christian era. Still, strange as it may seem, there is opposition in certain quarters, even to the moderate amount of means now devoted to this object of individual and republican self-preservation. Even parents sometimes feel, as it were, two natures struggling within them,—the parental and the tax-resisting nature. When the latter prevails, as it too often does, the schools suffer.

LIBRARIES.

Owing to the necessity of submitting this Report earlier than in preceding years, it is impossible to make up the account, for an entire year, of the number of school libraries purchased by the districts. From January 1st, to December 1st, 1844, however, there had been drawn from the treasury of the Commonwealth, for this purpose, the sum of \$4,875, which,—an equal sum having been raised by the districts,—represents the number of *three hundred and twenty-five* libraries. Perhaps libraries have not gone into so many different districts, because, by the Resolve of March 11th, 1844, any school district containing twice sixty children, or three times sixty children, &c., between the ages of 4 and 16 years, is entitled to draw as many times \$15 as the number sixty is contained in the whole number of its children between those ages. At present, however,

the great majority of the schools in the State, out of the city of Boston, (which has not yet availed itself of the Resolves in favor of school libraries,) are supplied with this means,—secondary in importance and efficiency only to the schools themselves,—for improving the minds and advancing the attainments of the future men and women of the Commonwealth.

It gives me great pleasure to say that no legislative measure has been adopted for the improvement of our schools, which has obtained such universal approval, or been responded to by such heart-felt expressions of gratitude, as that for the establishment of a school library in every district in the State. Since the adoption of this measure, I have read three sets of the annual reports of the school committees,—amounting to nine hundred in number,—and from one town only has there been a dissenting voice,—a degree of unanimity probably unparalleled, in regard to any measure of any kind ever adopted in the State, which involved the necessity of self-taxation by the people.

In the meantime, the school fund has been greatly augmented from its permanently available resources. By the Resolve of February 5th, 1844, the sum of \$75,000, moneys received from the United States, under the treaty with Great Britain for the adjustment of the north eastern boundary, was added to the capital of that fund. Its whole amount is now about \$750,000. It is limited by law to a million of dollars.

TEACHERS, AND THE BREAKING UP OF SCHOOLS.

Having spoken, at considerable length, in former Reports, respecting those qualifications of teachers, which are indispensable in all cases; and having referred to some tests by which the existence or non-existence of such qualifications may, to a great extent, be determined beforehand; I confine myself, at present, to that class of cases, where the deficiencies have been so manifold and extensive as to lead to the breaking up of the schools themselves.

It appears by the school committees' reports, that, in the school year 1842-3, twenty-six schools were broken up through the incompetency of the teachers; two more were broken up by the

insubordination of the scholars; one from "dissatisfaction;" one from the severity of punishment inflicted; one because the teacher persisted in inculcating sectarian doctrines upon his pupils, after having been remonstrated with, both by the inhabitants of the district, and by the superintending committee;* and six from causes not stated,—equal to thirty-seven in the whole.

In 1843-4, forty-three schools are reported as having been broken up from the incompetency of the teachers; seven from the insubordination of the scholars; three from causes not specifically stated, and one,—a school taught by a female,—on account of suspicions entertained against her moral character,—the first instance of the kind ever reported by any committee in the State. This makes an aggregate of fifty-three.

Every year, more or less schools are broken up in the county of Berkshire, through a want of fuel; or from being supplied only with such wood as, *in the present state of the arts*, is incombustible.

The difference in the number of schools broken up, as well as in the causes which have inflicted so great an evil, is very remarkable. Six years ago, I think quite as many schools were broken up by the insubordination of the scholars, as by the alleged incompetency of the teachers. From both causes, not less than between *three and four hundred* in a year, were brought to a premature and unnatural close. Happily, at the present time, the breaking up of schools, through a successful insurrection of the scholars, is an exceedingly rare event.

This is most gratifying. Few things can indicate a worse condition of public sentiment, or portend greater calamities to the State, than that schools,—the very places for cultivating self-restraint, order, decency and a regard for all the proprieties of life,—should be converted into nurseries of a rebellious spirit, an arena for the conflict of force against force, and the triumph of physical power over law. It is a cause for heart-felt congratulation that this class of cases is reduced to so low a number. When public opinion, throughout the Common-

* See Abstract Mass. School Returns, 1843-4, p. 121.

wealth, becomes what it should be, such cases will disappear altogether.

The breaking up of a school, on account of the teacher's incompetency, is an extreme measure. Evils must become intolerable, before such a remedy will be resorted to. The remedy itself is a great evil. When all the inhabitants of a district have made their arrangements for a school, when children have been called home, work suspended and books procured; when the difficulty of obtaining another teacher, and the possibility of not finding a better one, are so great; the inhabitants will bear almost any "evils they have, rather than fly to those they know not of." Heretofore also, there has been another obstacle, and, in many cases, an insurmountable one, in the way of dismissing a teacher, however incompetent. It has been a disputed question, in whom resided the legal right of declaring the contract to be vacated. Some have maintained that it belonged to the superintending committee; others, that it is vested by law in the prudential committee, while a third party has insisted that it could be exercised only by the legal voters of the district. Hence, a question about the power has, in many cases, prevented the dismissal of a teacher, when there could be no reasonable question about the incompetency. It must have been a flagrant case, to bring the three parties to a unanimity of opinion; and while either of them dissented, or declined to act, a teacher, determined to retain his place, would naturally maintain that the power resided in the party disposed to uphold him, and thus would keep his opponents at bay, by the terrors of a lawsuit. It is not too much, then, to say, that there must have been many cases of incompetency, to one of actual dismissal. How extensive, then, the evils, still suffered from unqualified teachers, when forty-three cases of actual dismissal were reported by the school committees, the last year! Few cases have existed, where more cogent reasons could be urged for the enactment of a law, than those which procured the passage of the act of February 23, 1844, by virtue of which, the school committee of any town are "authorized to dismiss from employment any teacher in such town, whenever the said committee may think proper." Doubt-

less, under this law, a greater number of dismissions will take place the current year, than occurred during the last.

Do not facts like these admonish all the friends of education, and enjoin it upon the State, to use all practicable means by which the qualifications of teachers can be increased? In addition to the Normal Schools,—some evidence of the success of whose pupils will be laid before the Board by Mr. May, late Principal of the Normal School at Lexington,—I wish to suggest another expedient,—one which has been adopted in the State of New York, for two or three years past, and which has proved eminently successful ;—I refer to

TEACHERS' INSTITUTES.

These are constituted and sustained in the following manner :—

In the spring and autumn of the year, those persons, male and female, who propose to keep school, the ensuing season, assemble at some convenient and central place ; and not only form classes for mutual improvement, but they employ some distinguished teacher or teachers, to preside over their meetings and give them instruction. Here they are indoctrinated, not merely in the general principles of school government, the means and modes of order, discipline, classification, motive-powers, &c., but they go through the actual drill of classes and routine of the schoolroom. These teachers elect form themselves into classes, in all the branches they expect to teach ; they study lessons and perform recitations, just as is done in a school. The exercises are interspersed with discussions, and the evening is generally occupied by lectures on some topic connected with the great cause of education. The Institutes hold regular sessions from day to day, usually for a fortnight, though for a longer or shorter period, according to the ability and zeal of the parties.

During the autumn which has just closed, a large number of such Institutes were held in the interior and western part of the State of New York. Several of them, having made pressing application to a distinguished teacher belonging to the city of

Boston, to attend and preside at their meetings, he complied with their request, and spent about a month, in different places, amongst them. He reports that their members were animated by a most earnest and praise-worthy spirit; ardent for improvement and grateful for any aid that could increase their fitness for the responsible duties they were about to assume;—that male teachers, who are to receive but ten dollars a month, for their services during the winter, travelled fifty or more miles on foot, to spend a fortnight of their time in attending these meetings, and that they contented themselves with any fare however meagre, and with any accommodations however rude,—finding their compensation in the mental and literary advantages to be there obtained. This is a noble spirit. It is a spirit which predestines the glory of the State and the welfare of its individual citizens. It is a spirit which, at present, pervades the State of New York more generally, and is acting more efficiently, than in any other state in the Union. I think our own people are not generally aware what and how much have been done for the cause of Common Schools, by the Legislature and people of New York, within the last few years. That State has the most munificent fund devoted to the cause of popular education that exists in the world. It has a far more comprehensive and efficient code of laws for regulating public instruction than any other of the twenty-six states; and its system, with but few exceptions, is most wisely arranged, and is now worked with a vigor and spirit unequalled in any other part of our republic.

Why cannot this plan of Teachers' Institutes, originating in New York, be adopted in Massachusetts? We have borrowed her system of District School Libraries, and it has found almost universal favor amongst our citizens. She has borrowed our system of Normal Schools,—having appropriated at the last session of her Legislature, by a unanimous vote of both houses, the sum of \$50,000 for that purpose; and her Normal School is to be opened at Albany, on the 18th of the present month. Let us now adopt the system of Teachers' Institutes, which she has projected; and thus maintain that noble rivalry of benefactions which is born of a philanthropy that cares more

for the good that is done, than it does who are the devisers, the agents, or the recipients of it.

Many Common School Conventions have been held in Massachusetts. These have been very useful in awakening public attention, in exposing defects, and in diffusing a knowledge of principles respecting arrangement, organization, &c. Valuable, however, as these conventions have been, they have not proposed, nor, from their nature, have they been able, to add much to the qualifications of teachers, as it respects the means and modes of instruction. But 'Teachers' Institutes propose, not merely the exposition of principles, but an exemplification and embodiment of them, in practice. The sessions of the Institute cover a period many times as long as that occupied by the convention; and the former embraces a range of objects far more ample and comprehensive than the latter. The Institute may effect less, in interesting the citizens at large; but it will accomplish far more in qualifying teachers for their duty.

Besides the American Institute of Instruction, whose services have been recognized by the State, and whose good influences are well known, Teachers' Associations are organized in several of the counties. Some of them hold meetings annually, and one,—the Essex County Teachers' Association,—semi-annually. In no case, however, have their sessions been continued beyond two days, at a time; and, so far as I know, classes for mutual instruction have never been formed, nor has any organization into classes for drill and recitation, ever been attempted. It is obvious that such an organization would be not only the most effective, but the only way, for bringing out the merits and for exposing the errors, belonging to the every-day detail and routine of the schoolroom.

Were a small *bonus*,—just sufficient to pay an experienced teacher for presiding over and instructing them, and for defraying a few contingent expenses,—to be offered to the teachers, in any county, who would annually assemble for this purpose,—I know not how the same amount of money could be converted into so great an amount of good. For the time being, the Institute would have all the characteristics of a Normal School. The candidates for teaching, coming to its sessions for the express purpose of preparing themselves for immediate duties,

would come with receptive and eager minds ; and every body knows how much more living and serviceable is the information which is acquired at the time when it is most needed, and when it supplies the demands of a pressing exigency.

Surely, were such Institutes to be opened here, but few of those who have enjoyed nothing more than common advantages, could be so morally insensible to the great responsibilities of a teacher, as not gladly to avail themselves of such an opportunity for improvement.

Among the most enlightened nations of Europe, as well as in this country, men, celebrated the world over, for their attainments in particular branches of science, are accustomed to meet together, for the purpose of enlarging their common stock of knowledge, and for enkindling the zeal of each other. Of this character, also, is the American Institute, which holds its annual Fairs in New York, for the encouragement of American productions ; and the Mechanics' Association in Boston, for improvements in the useful arts. For more than twenty years past, the State has granted bounties to Agricultural Societies, for the advancement of that fundamental interest, in our community,—the agricultural ; and cannot as much be done for Common Schools, on which all the higher interests of individuals and of the nation are so dependent, as for prosecuting researches into the regions of abstract science, or for perfecting the useful arts of life ? Cannot as much be done for improving the children of the Commonwealth, as for improving its breeds of domestic animals ?

In several towns in the State, local measures are taken, to enlarge the views and increase the aptitude of teachers. In Salem, an organization embracing all the teachers in the city, has existed for several years. The male teachers, having charge of the higher schools, have proposed to themselves a more liberal and comprehensive object than their own personal improvement. Their practical foresight admonishes them that the character of their own schools must depend, in a great degree, upon the condition of the pupils who enter them, from the primary schools. Hence they see, that increased qualifications, in the primary school teachers, not less than in themselves, will redound to the advancement of their own schools. All

the primary school teachers, therefore, are embraced in their organization; and are invited to participate in their discussions. It was soon found, however, that the female teachers, owing to that modesty and reservedness so appropriate and graceful in the sex, seldom took part in the deliberations. To obviate this difficulty, the following expedient was devised: The name of each teacher is written on a slip of paper and deposited in a box. This box is then committed to an individual selected from among themselves, who is called the depositary or drawing-master. The names are so many lots. At each meeting,—and they are held once a fortnight,—the drawing-master takes a name from the box, makes known, privately, to the owner, that the lot has fallen upon him or her, and before the next ensuing meeting, that individual is expected to furnish the drawing-master with a written essay, on some subject connected with the cause of education. The essay is read publicly by him, and the subject of which it treats is then open for general discussion. Thus, wherever there is a will there is a way, for all those who are sincerely desirous of improving the condition of our schools.

As a general fact, there is incontrovertible evidence that the qualifications of teachers are advancing, throughout the State. Still the demand for increased fitness, as made known by the committees' reports, was never more earnest than at present. The existing state of things, in one or two particulars, tends seriously to embarrass committees in the selection of teachers. The number of competitors for employment has greatly increased within a few years. Extended opportunities for education are giving a tolerable knowledge of the rudiments to a much larger number of persons. An aversion to manual employments, turns away many from the farm, the workshop and other industrial occupations; and these, in the more honorable and lucrative rank which school keeping now holds, are attracted towards this profession as an eligible resource. Another fact bears strongly upon the same point. The average compensation given to teachers is much greater in Massachusetts than in any other State. Hence, in addition to the increased number of applicants springing up amongst ourselves, compa-

nies of emigrants from other States are crossing our borders in quest of schools. In some instances, a kind of travelling broker or pedlar from another State, comes amongst us, traversing the country to find vacancies, and hire out unknown schoolmasters. Hence, not only increased difficulty, but increased danger, in making selections, unless the school committees are wary and circumspect, and exercise great judgment in their choice.

In the whole community, there is doubtless, a sufficient number of individuals whom nature has endowed with the high qualifications necessary to a school teacher. So much of opportunity for preparation, and so much of encouragement in the way of social consideration and emolument, should be proffered to this class, that they will be naturally attracted to a calling so intrinsically honorable. But this can hardly be expected while the condition and sentiments of society open so many other and more direct avenues to eminence and fortune. Hence the places of those whom nature has more especially pre-adapted to this sacred work, are occupied by others,—in some instances, by those whom neither nature nor art has tended to prepare for the service.

SCHOOL REGISTERS.

I wish to call the attention of the Board, for a moment, to the subject of School Registers. So far as I know, there is now no difference of opinion in regard to the expediency of having registers kept in all our schools. Statistics, indispensable to a knowledge of the working of our school system, and to the removal of its defects, can in no other way be obtained. There remains, however, an important question, as to the mode in which the registers shall be provided, and transmitted to the schools. Heretofore, they have been prepared and sent out, in single sheets. This was necessary, at first, in order to facilitate modifications, should any be found necessary in practice. I would now suggest another form, at once cheaper and more useful. It is, the substitution of a book, which will last six, eight, or ten years, instead of sheets designed only for a single year. My reasons are the following: The book-form will be less expensive. It will be less liable to be lost, mislaid or mu-

tilated ; and hence much time, now spent by the committees, in hunting up the registers, which unfaithful teachers have neglected to return, or in inquiring out facts, which a mutilated register fails to communicate, will be annually saved. A book belonging to each school, will exhibit its condition for a series of years ; it will be a means of self-comparison from year to year, and thus form an unexceptionable stimulus to improvement. The want of a permanent register is already so much felt, that several towns are preparing blank books, designed to last several years, for their own use. I am not certain but that the law, as it now stands, would authorize the Board to make the proposed change. Should doubt exist on this point, it is very desirable that such a change should be made in the law, as would empower the Board to supersede a comparatively defective and expensive mode for one both better and cheaper.

USE OF THE BIBLE IN SCHOOLS.

Ever since I have been Secretary of the Board, the inquiry has occasionally been made of me,—perhaps oftener, however, by persons residing out of the State than in it,—to what extent the Bible is used in our schools. Having early ascertained that it was very generally used, I stated the fact, at that time, in one of my Reports to the Board. During the past summer, however, the inquiry has been renewed ; and it has sometimes been made in such a way as to indicate an apprehension that this book of our fathers was gradually dropping from the hands of their children. Although I knew personally that its use had been extending ever since the existence of the Board, yet, to put the matter beyond question, I took measures to obtain authentic evidence as to the fact, in regard to every town in the Commonwealth. The result is as follows : Of the 308 towns in the State, the Bible is prescribed by the committees as one of the reading books to be used in the schools, in 258. In 38 towns, it is used, but whether as a devotional or as a reading book, the committees do not say. The committees of *nine* towns have not replied to my letter. In three towns, only, it is found that the Scriptures have not been,—or not been *generally*,—used in the schools. The reason assigned by one committee

man, is the following: "The cause of their [the Scriptures] non-admission is, that they are not calculated for a school book. The style and phrascology are too difficult to be read, to constitute them a proper book to put into the hands of youth simply to teach them to read. The design of the volume is of a nature higher and holier. From an experience of eleven years of teaching, in my younger days, from the strictest observation and much reflection, this is my decided opinion." To show the character of individuals who sometimes get possession of our schools, I give the answer of another committee man, who says: "Objections have been raised against it, [the Testament,] by some teachers, on account of many of the verses not ending with a full stop"! The committee of one town gave no reason in regard to the past; but a declaration was made that the subject should be immediately attended to. From the general character of the towns not heard from, I have every reason to suppose that their practice conforms to the general usage of the State. Acknowledging, then, before heaven and earth, and with humility and contrition of spirit, that we fall greatly short of what we should be; yet I believe all attempts will prove unavailing to disparage the religious character of Massachusetts, as compared with the rest of Christendom, or to show that its institutions and its people are not as deeply imbued with the divine spirit of Christianity as those of any other community upon the face of the earth.

REMOVAL OF THE LEXINGTON NORMAL SCHOOL TO WEST NEWTON.

During the year ending in the month of September last, the number of pupils at the Lexington Normal School, had so increased, that not more than one half of them could be comfortably accommodated in the building which they occupied. Measures for increasing the accommodations became indispensable to the prosperity of the school. Besides, for the use of the premises, limited and insufficient as they were, the Board was then paying an annual rent of \$150. At that time it was ascertained that a large and commodious edifice in West Newton, which had been erected originally for an academy, and

which, including the value of the land, had cost \$3000, could be purchased for \$1500. But the building and grounds needed repair and improvement, and the Board, from its limited funds, could ill afford the necessary outlay. Irreparable injury threatened the school, when these facts, coming to the knowledge of the Hon. Josiah Quincy, Jr., he generously advanced the money for the purchase of the place at West Newton. He directed that a deed should be taken in my name, which, on the 7th day of August last, was accordingly done. Henceforth, the building is appropriated, free of rent, to the use of the Board of Education, for the accommodation of a Normal School, so long as such an institution shall be sustained by the State, on the broad principles of equality and justice, on which our school laws and school system are now founded. I hope Mr Quincy will pardon this public use of his name, against what I know to be his personal wishes; for, in so doing, I am but taking one from the long list of his private benefactions, to make use of it as a high and worthy, though,—as I trust,—not an inimitable example.

There are three or four topics having a most important bearing upon the welfare of our Common Schools, which the length of my former Reports has debarred me from considering. I now solicit for them the attention of the Board.

THE DISTRIBUTION OF SCHOOL MONEYS AMONG DISTRICTS.

This subject is intimately connected with that great doctrine of republican equality, which constitutes our principle, our boast and our hope.

With the exception, perhaps of a dozen towns, all the rest in the State, are divided geographically into school districts. Provision for the territorial sub-division of our towns was first made by the statute of 1789—the germ of which was in the Province Law, 8 Geo. 3. ch. 309. I consider this, beyond comparison, the most pernicious law ever passed in this Commonwealth, on the subject of schools. Other things being equal, or, making due allowance for inequality in other things, the schools are now invariably the best, in those towns, which

are not divided into districts, but in which the school system is administered by the town, in its corporate capacity. The reasons for this are obvious and numerous.

In cases where the schools are maintained by the town, in its corporate capacity, it is obvious that every section of the town would be treated substantially alike. No portion of the inhabitants would contribute, for any length of time, to pay for benefits from whose participation they were debarred. If only one good schoolhouse were erected within any part of the town's jurisdiction, all other parts would demand as good a house for themselves. Having contributed to the erection of a good house for the favored section, an equitable claim for one substantially as good, would vest in every other section. This would partake of the nature of a claim for remuneration or reimbursement; and it would be so obviously founded in justice, that no man regardful of his own interests could omit to make it, and no respectable man on whom it was made, could resist it. In such a case, therefore, not only all parental and patriotic motives, but even interested ones, would array themselves on the side of advancement. Under the present system, the erection of a new schoolhouse awaits the imperious call of necessity, or the slow action of duty in the public mind; and perhaps no call of necessity has ever been so loud and imperative as not to encounter opposition from more or less of the taxable inhabitants.

The same principles would come into full activity, in regard to the length of schools, and the competency of teachers. All would insist upon reform and become advocates for progress. Were the whole town responsible in its corporate capacity, for the whole of the schools within it, the inhabitants of no town would ever think of, the inhabitants of no section of any town would ever submit to, a school of only three or four months in a year, for one part, while other parts were enjoying a school for ten months, or for the whole year. No section would ever accept a teacher, hired for \$10 a month, and perhaps dear at that, while others were favored with teachers richly worth \$30 or \$40 a month. Each section too, would demand an equal supervision from the school committee, and would make favoritism or predilection as dangerous as they are unjust. So of

school furniture, apparatus, libraries, and of other constituents, in the prosperity of a school. In fine, if towns, as such, were to administer the school system within their respective limits, the great principle of republican equality would have an unobstructed sphere of action, and would yield its harvest of beneficent fruits; now, selfishness has ever-renewing opportunities for interposing its mischievous obstructions to the progress of our schools. But the calamity of this system is entailed upon the State. A few towns, it is true, have abolished their district organization, and reverted to the ancient system. But we can hardly expect that their example will be generally followed, at least for a long time to come.

A question then arises, how shall the money raised by the town for the support of its schools, be distributed among its districts? The law confides this power to the towns. In executing it, they certainly have sought out many inventions. Below, is an authentic schedule of the modes of distribution, as derived from the best authority,—the school committees of the State. I state also the lowest sum distributed to any one district, in a town.

In another part of this Report, I may venture to make a few remarks in favor of the introduction of Vocal Music into the public schools of the State. Having also obtained information respecting the extent to which this refining art is now practised in our schools, I insert the results in the same catalogue. Although the two subjects have no connection with each other, yet the insertion of them together, will supersede the necessity of another schedule for all the towns in the State.

SUFFOLK.

BOSTON. Not districted. All schools kept during the year.

Vocal music is regularly taught by an accomplished instructor in all the grammar and writing schools, but not in the Latin, or English High School. It is practised more or less, in the primary schools.

CHELSEA. Thirty-seven hundred dollars are distributed according to the number of scholars,* and \$100 to the two smallest districts. Lowest sum to any district, \$106 81.

Vocal music in nearly all the schools.

* When it is stated that the money is divided according to the number of scholars, it is doubtless meant, according to the number of persons between 4 and 16 years of age.

ESSEX.

AMESBURY. Four tenths are divided equally among the districts; six tenths equally among all persons under 21 years of age. Lowest sum, \$71 28.

Vocal music in *three*, out of 16 schools.

ANDOVER. Money is apportioned by the school committee and selectmen, whose object is, that the means of education shall be enjoyed equally by all the districts. Lowest sum, \$115 00.

BEVERLY. Money is distributed according to the number of ratable polls in the several districts. Lowest sum, \$47 50.

Vocal music in four schools.

BOXFORD. Money raised by tax is divided equally among the 7 districts. Money received from other sources is divided according to the number of persons in each district between 4 and 16 years of age. Lowest sum, \$103 67.

Vocal music in one school.

BRADFORD. Money raised by tax is divided according to the number of persons in the districts under 21 years of age. Money received from the State, according to the number between 4 and 16. Lowest sum, \$110 60.

Vocal music practised where the teachers are competent.

DANVERS. All the money, excepting \$200, is distributed according to the number of persons between 4 and 16 years of age. The committee distribute the reserved sum of \$200, among such districts as in their judgment require it most. Lowest sum, \$140 62.

Vocal music in four schools.

ESSEX. The selectmen are authorized to distribute the money according to their discretion. Lowest sum, \$45.

Vocal music occasionally, in two schools.

GEORGETOWN. The town voted to appropriate \$137, to each of the three largest districts; and \$121 to each of the three smallest, without regard to property, number of children, or polls.

GLOUCESTER. Money distributed according to the number of persons in each district, between the ages of 4 and 21 years. Lowest sum, \$100.

Vocal music in two schools.

HAVERHILL. Committee did not answer the question.

HAMILTON. Money is divided equally among the 4 districts,—\$100 to each.

IPSWICH. One thousand dollars are divided according to the tax assessed upon the districts; \$150 according to the number of persons between 4 and 16 years of age; and the residue, \$750, at the discretion of the committee. Lowest sum, \$98. Vocal music in two winter schools.

LYNN. Schools kept through the year. Lowest sum given to any one school \$200. Vocal music practised in six schools.

LYNNFIELD. Money heretofore, which was levied in any district, given back to it. At the annual meeting in March last, the town voted to give to one of the three district, \$162 00; to another, \$165 00; and to the third, \$200.

MANCHESTER. Money is apportioned by a vote of the town among the districts; and \$107 43 more than their proportion, given to the two smaller districts, "by way of compromise."

MARBLEHEAD. All the schools are kept the year round. Vocal music in one school.

METHUEN. Each district receives back what it paid in taxes. Lowest sum \$60.

MIDDLETON. Money is equally divided among the districts,—\$166 66 to each. Vocal music in three schools.

NEWBURY. Money is apportioned according to the number of males in each district, over 16 years of age, who are not paupers. Lowest sum, \$72 36.

NEWBURYPORT. Schools are kept through the year. Vocal music in thirteen schools.

ROCKPORT. Money is distributed according to the number of polls in each district. Lowest sum, \$137 00.

ROWLEY. Money is apportioned according to valuation. Lowest sum, \$43.

SALEM. Schools are kept through the year. Vocal music is practised in nine schools, under teachers specially employed; and in others, according to the disposition and ability of the teacher.

SALISBURY. The subject is under the consideration of a committee of the town. Lowest sum, \$86 56.

SAUGUS. Money is divided according to the judgment of the school committee. Lowest sum, \$98 00.

TOPSFIELD. The committee did not answer the question.

WENHAM. Money is divided equally according to the number of scholars, up to 50, and then at the rate of 2 for 1. Lowest sum, \$32 00.

WEST NEWBURY. Money is apportioned, three eighths to the districts, and five eighths to the scholars. Lowest sum, \$107 95.

MIDDLESEX.

ACTON. Money is apportioned among the districts in proportion to the amount of property assessed. Lowest sum, \$90 50. Vocal music, more or less, in all the summer schools.

ASHBY. Eight districts receive equal shares of the money raised by tax; the 9th receives three fifths as much as one of the others' shares. The interest of the Surplus Revenue is divided equally. Lowest sum, \$49 62. Vocal music, in two schools.

BEDFORD. Two hundred forty-two dollars five cents are given to the centre district, and \$121 02, to each of the others.

BILLERICA. The money is distributed arbitrarily according to a vote of the town, passed some years since. It is not stated in what manner. Lowest sum, \$80 27. Vocal music in two schools.

BOXBORO'. Money is divided equally among the four districts,—\$100 00 to each.

BRIGHTON. The male and female departments of the high school, receive about \$1050; the five district schools about \$188 each. Vocal music to some extent in five or six schools.

BURLINGTON. Money is equally divided,—\$62 22 to each school.

CAMBRIDGE. Schools are kept through the year. Vocal music occasionally in all the schools.

CARLISLE. Money is divided equally among the districts, \$106 00 to each. Vocal music in one school.

CHARLESTOWN. Schools are kept through the year. Vocal music in all.

CHELMSFORD. Four fifths are divided among the districts according to the amount they paid in taxes, and one fifth distributed according to the discretion of the selectmen. Lowest sum, \$101 14. Vocal music in three schools.

CONCORD. The money is apportioned partly according to the number of ratable polls, and partly on the amount of property. Lowest sum, \$155 01. Vocal music in four schools.

DRACUT. Money is apportioned according to the tax paid by each district. Lowest sum, \$41 14.

DUNSTABLE. Money is apportioned according to the tax paid by each district. Lowest sum, \$38 75. Vocal music in four schools.

FRAMINGHAM. The question was not answered by the committee. Vocal music in four schools.

GROTON. Two thirds of the money is divided according to the number of scholars, and one third equally among the districts. Lowest sum, \$57 60. Vocal music in five schools.

HOLLISTON. Money is equally divided among the districts. Lowest sum, \$119 00.

HOPKINTON. The question was not answered by the committee. Vocal music in two schools.

LEXINGTON. The three large districts receive \$300 each; the other four, \$200 each. Vocal music in eight schools.

LINCOLN. Money is divided equally among the four districts,—\$178 39 each. Vocal music in two schools.

LITTLETON. The town is not districted; the money is divided equally among the schools. Vocal music in three schools.

LOWELL. The schools are kept during the year.

MALDEN. Money is divided according to the number of scholars between the ages of 4 and 14. Vocal music in four schools.

MARLBORO.' There are 1075 persons in town under 21 years of age, averaging 107½ to each district. Such a district would receive \$110. From every district having three less than the average number, \$1 is taken; and to every district having three more than the average, \$1 is given. Lowest sum, \$98 00. Vocal music in one school.

MEDFORD. The schools are kept through the year. Vocal music in most of the schools.

NATICK. The sum of \$20 is given to each district, and the residue is divided according to the number of scholars. Lowest sum, \$94 00. Vocal music practised in most of the schools.

NEWTON. The money is divided by a committee of one from each district, so that the schools may be nearly of an equal length in them all. Lowest sum, \$176. Vocal music in three schools.

PEPPERELL. The money is divided equally among the several districts. Vocal music in three schools.

READING. One half is divided according to the number of persons between 4 and 16 years of age, in the districts; and the other half, according to the taxes paid by each. Lowest sum, \$79 21. Vocal music in one school.

SHERBURNE. The districts receive back what they pay in taxes. Lowest sum, \$82 61.

SHIRLEY. Money is divided equally among the districts.

SOMERVILLE. The town is not districted. Most of the schools are kept through the year. Vocal music to some extent in all the schools.

SOUTH READING. Money is divided "*per capita*," but the committee are authorized to modify the rule in favor of small districts. Lowest sum \$50 00.

STONEHAM. One half is apportioned according to the number of persons between 4 and 16 years of age, in each district; and one half according to the valuation of the districts. Lowest sum, \$41 98. Vocal music in five schools.

STOW. Money received in taxes from each district, is paid back. Lowest sum, \$79 82.

SUDBURY. Money is equally divided among the districts.

TEWKSBURY. The committee did not answer the question.

TOWNSEND. One half among the districts, and the other half according to the number of scholars. Lowest sum, \$50 05. Vocal music in most of the schools.

TYNGSBORO.' For more than 20 years past, the money has been apportioned in equal sums among the several districts, *by an annual vote of the town*,—\$100 to each. Last year an additional sum of \$100, was raised for a "grammar" or "high school," which all children of suitable age and acquirements may attend.

WALTHAM. The schools are kept nearly all the year. Vocal music in three schools.

WATERTOWN. Money is divided equally per scholar. Vocal music in four schools occasionally.

WAYLAND. Money is divided equally among the districts.

WEST CAMBRIDGE. One fifth of the money is apportioned to the south district; so much is taken as will support a school in the Wyman district six months in the summer, and four months in the winter, and the residue is divided between the other districts in proportion to the number of families in each. Vocal music in all the schools.

WESTFORD. Seven tenths are divided according to the number of persons

in each district, between 3 and 16 years of age; and three tenths equally among the districts. Lowest sum, \$87 78.

WESTON. Money is divided equally among the districts.

WILMINGTON. Money is divided equally among the districts.

WOBBURN. Money is divided equally among the scholars between the ages of 4 and 16. Lowest sum, \$45 70.

WORCESTER.

ASHBURNHAM. Money is divided by a committee chosen by the town. Lowest sum, \$74 25.

ATHOL. Committee did not answer. Vocal music in one school only.

AUBURN. Money is divided according to valuation. Lowest sum, \$20.

BARRE. Money is divided, one third by the scholar, one third by the district, and one third by valuation. But in case the share of any district falls below \$100, the deficiency is made up from the share of those districts which receive more than \$100. Lowest sum, \$100.

BERLIN. Money is divided equally among the districts.

BOLTON. Money is divided equally among the districts.

BOYLSTON. One half among the districts, the other half according to the number of persons in the districts, between the ages of 4 and 21 years. Lowest sum, \$71 13.

BROOKFIELD. In the South Parish the money is distributed by the scholar; in the West Parish, according to the taxes paid by the districts.

CHARLTON. Money is divided according to the valuation.

DANA. Money is divided equally between the districts. Vocal music in two schools.

DOUGLAS. Money is divided according to a vote of the town passed 20 years ago; but the vote is not given. Lowest sum, \$78 95.

DUDLEY. Money is divided according to valuation. Lowest sum, \$60.

FITCHBURGH. Seventy-five dollars are given to each district, and the residue divided among the larger districts in proportion to the number of scholars in each, respectively. Lowest sum, \$75.

GARDNER. One third is divided according to the number of scholars, and two thirds by district.

GRAFTON. Apportioned by a committee of the town according to the valuation, and the number of scholars,—ratio not specified. Lowest sum, \$105.

HARDWICH. Money is divided partly according to the tax, and partly according to the scholar,—ratio not specified. Lowest sum, \$64 67.

HARVARD. One half is divided among the districts, one half according to the number of persons in each, between the ages of 4 and 21 years. Lowest sum, \$85 75. Vocal music in two schools.

HOLDEN. One half is divided among the districts, in proportion to the number of scholars on the first day of November; the other half in proportion to the taxable property in the districts.

HUBBARDSTON. Money is divided according to the number of persons in the district between 4 and 21 years of age. Lowest sum, \$61 80. Vocal music in one school.

LANCASTER. Money is apportioned by a committee from each district, who have "no uniform rule." Lowest sum, \$51 92.

LEICESTER. Thirty dollars are first given to each district, and the residue is divided according to the number of persons in each, between the ages of 4 and 16. Lowest sum, \$77 64.

LEOMINSTER. Money is divided by a committee, consisting of one from each district, chosen by the town each year, whose "aim is to give the scholars in each district an equal chance of obtaining an education." "The division is not made from the number of scholars, nor from the valuation, but from the varying circumstances of each district from year to year, so as to give equal privileges to all scholars, as far as is practicable." Lowest sum, \$60. This is given to a district which contains but four families, but so situated that it cannot be united with any other.

LUNENBURG. One half is divided equally between the districts, and one half according to the number of scholars. Lowest sum \$78 95. Vocal music in two schools.

MENDON. One third is divided equally among the districts, two thirds according to the scholar; but no district can receive more than 14 per cent. of the whole. Lowest sum, \$53 95. Vocal music in some schools.

MILFORD. One half is divided equally among the districts; one half according to the number of persons in each, between the ages of 3 and 21. Lowest sum, \$63 57.

MILLBURY. Money is divided according to the number of families in each district,—\$20 being given to each of the three smaller districts. Lowest sum, \$75 00. Vocal music in one school.

NEW BRAINTREE. "Money is divided by no definite rule, but apportioned so as to give each scholar an equal opportunity for education." Lowest sum, \$58. Vocal music in two schools.

NORTHBOROUGH. The *principle* of division is not specified. Vocal music in most of the schools.

NORTHBRIDGE. One fourth is divided equally among the districts; one half according to the number of scholars between 4 and 16 years of age; and one fourth according to the average attendance the preceding winter,—\$5 is given to one small district. Lowest sum, \$39 58.

NORTH BROOKFIELD. Three tenths of the money are divided equally among the districts, and seven tenths according to the number of scholars. Lowest sum, \$73. Vocal music in three schools.

OAKHAM. One fourth is divided equally among the districts, and three fourths according to the amount of taxes paid by each. Lowest sum, \$42 86.

OXFORD. The committee returned no answer.

PAXTON. One half is divided equally among the districts, and one half according to the number of scholars. Lowest sum, \$56 46.

PETERSHAM. Two eighths are divided equally among the districts; three eighths according to the valuation, and three eighths according to the number of persons between 4 and 16 years of age. Lowest sum, \$45 64.

PHILLIPSTON. One third is divided according to the number of persons between 4 and 16 years of age; one third equally among the districts, and one third according to the valuation.

PRINCETON. Money is divided equally among the districts.

ROYALSTON. The money raised by tax is paid back to the districts, according to the amount received from them. The income from a local fund,—\$90,—is divided equally among the districts. The income from the State school fund is given to the districts that need it most. Lowest sum, \$41.

RUTLAND. Money is divided by a vote of the town at the annual meeting. Principle of division not specified. Lowest sum \$59.

SHREWSBURY. One half is divided equally among the districts; one half according to the number of scholars,—with slight variations to aid the smaller districts. Lowest sum, \$118 14.

SOUTHBOROUGH. Money is divided equally,—\$100 to each district. Vocal music in two schools.

SOUTHBRIDGE. Money is divided according to the valuation. Lowest sum, \$58 87. Vocal music in three schools.

SPENCER. The sum of \$30 is given to each district, and the residue is divided according to the number of persons between the ages of 4 and 16 years. Lowest sum, \$52 92.

STERLING. Seven elevenths are divided equally among the 12 schools, (the centre district having two schools,) and four elevenths divided according to the number of persons between the ages of 4 and 21 years. Lowest sum, \$76 75.

STURBRIDGE. Each district receives the amount of the tax it paid. Share from State fund divided according to the number of scholars. Lowest sum, \$44 70. Vocal music in one school.

SUTTON. One half is divided equally among the districts, and one half according to the number of families in the districts. Lowest sum, \$71 35.

TEMPLETON. One half is divided equally among the districts, and one half according to the number of scholars.

UPTON. Each district receives the amount of the tax it paid. Lowest sum, \$25 83.

UXBRIDGE. One half is divided equally among the districts, excepting two which receive two thirds as much as the others; the residue is divided according to the number of scholars. Lowest sum, \$42. Vocal music in one school.

WARREN. The committee returned no answer.

WEBSTER. The committee returned no answer.

WESTBOROUGH. The town apportions a certain per centage to each district. Principle not stated. Lowest sum, \$86 14.

WEST BOYLSTON. One fourth is divided equally among the districts, and three fourths according to the number of scholars. Income from State fund according to the scholar. Lowest sum, \$61 24. Vocal music in two schools.

WESTMINSTER. Principle of division is not stated in the committee's answer. Vocal music in some of the schools.

WINCHENDON. One half is divided equally among the districts, and the other half according to the number of scholars. The share received from the State is divided equally among the districts. Lowest sum, \$74 09.

WORCESTER. The sum of \$40 was given to each district, excepting the centre, the residue divided in proportion to the number of minors in the respective districts. Lowest sum, \$101 24. The centre district is incorporated, and has power to raise money. Vocal music in nearly all the schools.

HAMPSHIRE.

AMHERST. One third is divided equally among the districts, and two thirds according to the number of persons between 4 and 16 years of age. Lowest sum, \$97 57. Vocal music in four schools.

BELCHERTOWN. Twenty-three dollars and fifty-three cents are first given to each district, and the residue distributed according to the number of scholars. Lowest sum, \$41 55.

CHESTERFIELD. Forty dollars are given to the selectmen to be divided according to their discretion; one half the residue is divided equally among the districts, and one half according to the number of scholars. Vocal music in three schools.

CUMMINGTON. One half is divided equally among the districts, and one half according to the number of scholars.

EAST HAMPTON. "Custom governs." It is not stated how custom *divides*. Lowest sum, \$36.

ENFIELD. Twenty-five dollars are first given to each district; of the residue, nine tenths are divided according to the number of scholars, and one tenth according to the valuation. Lowest sum, \$46 02.

GOSHEN. One half is divided equally among the districts, and one half according to the number of persons between 4 and 16 years of age. Lowest sum, \$45.

GRANBY. One half is divided according to the valuation and one half according to the number of scholars. Lowest sum \$13 77. Vocal music in one school.

GREENWICH. Money is divided according to the valuation. Lowest sum \$18. Vocal music in two schools.

HADLEY. One twelfth is divided equally among the districts, the residue according to the number of persons between 4 and 16 years of age. Lowest sum \$61 47.

HATFIELD. The committee did not answer the question. Vocal music in one school.

MIDDLEFIELD. One half is divided according to the taxes paid in each district, and one half equally among the districts. Lowest sum \$41 19. Vocal music in one school.

NORTHAMPTON. The committee distribute the money. "They appropriate more to the schools in the outskirts of the town and less to those in the village." To the most wealthy they appropriate one dollar per scholar, while to the poorest they have given three dollars, besides presents to enable them to continue their school as many months as others in better circumstances." Lowest sum \$30. Vocal music in two schools.

NORWICH. Money is divided according to the valuation. Lowest sum \$12.

PELHAM. Each district receives back the amount it paid in taxes. Lowest sum \$33.

PLAINFIELD. Money is divided according "to the supposed wants of each district." Lowest sum \$34 92.

PRESCOTT. Money is divided according to the tax which each district pays. That received from the State is divided according to the number of scholars.

SOUTH HADLEY. Money is divided according to the number of scholars in each district. Lowest sum \$66 67.

SOUTHAMPTON. Money raised by taxes is divided, one half according to the valuation, and one half according to the number of scholars. The sum received from the State is divided equally among the districts. Interest of Surplus Revenue is divided according to the number of scholars.

WARE. Certain sums apportioned to each district,—principle not stated. Vocal music in one school.

WESTHAMPTON. Apportioned by a committee composed of the school committee and the prudential committees. Lowest sum \$43 52.

WILLIAMSBURGH. Five sixths divided according to the number of scholars and one sixth equally among the districts. Lowest sum \$20,31.

WORTHINGTON. Money is divided equally among all the districts,—\$77 81 to each.

HAMPDEN.

BLANDFORD. Money appropriated by the town is divided according to the valuation ;—that received from the State according to the scholar.

BRIMFIELD. Thirteen nineteenths are divided equally among the districts ; six nineteenthths among the districts according to the excess of the number of scholars over thirty. Lowest sum \$68. Vocal music in one school.

CHESTER. Six sevenths are divided "upon the polls and estates ;" one seventh among the smaller districts. Lowest sum \$20.

GRANVILLE. Money is divided, one half on the valuation, and one half on the scholar. Vocal music in three schools.

HOLLAND. Money is divided according to the taxes paid. Lowest sum, \$35.

LONGMEADOW. Money is apportioned by a committee chosen by the town

'according to the wants of the districts." Lowest sum \$84 50. Vocal music in one school, in winter.

LUDLOW. Money is divided according to the taxes paid. Lowest sum \$20 71. Vocal music in two schools.

MONSON. One hundred dollars are placed in the hands of the committee "to be distributed to the districts where there is the greatest pecuniary weakness, according to the discretion of the committee." The residue is divided among the districts according to the taxes they pay. Lowest sum \$52 75. Vocal music in one school.

MONTGOMERY.—Money is divided according to the taxes paid. What is received from the State is divided equally among the districts. Lowest sum \$22 91.

PALMER. Money raised by tax is divided among the districts according to the taxes paid. Income of funds and of the Surplus Revenue, equally among the districts. Lowest sum \$51 48.

RUSSELL. Money raised by the town is divided among the districts according to the taxes paid.

SPRINGFIELD. The committee make an estimate annually of the sum needed by the several districts, for the support of their schools. This estimate is presented to the town, which appropriates the sum estimated. The division is made accordingly. Lowest sum \$140. Vocal music in six schools.

TOLLAND. Money is divided according to the number of scholars in each district.

WALES. One quarter is divided equally among the districts, and three quarters according to the number of scholars.

WESTFIELD. Money is divided according to the number of scholars in each district. Lowest sum \$13 20.

WEST SPRINGFIELD. Money is divided according to the number of scholars. Lowest sum \$10 15. Vocal music in a few female schools.

WILBRAHAM. One third is divided equally among the districts, one third according to the number of persons between 4 and 16 years of age, and one third according to valuation. Lowest sum \$77 29.

FRANKLIN.

ASHFIELD. One third is divided equally among the districts, and two thirds according to the number of persons between 4 and 16 years of age. Lowest \$33 47.

BERNARDSTON. One half is divided equally among the districts, and one half according to the number of persons between 4 and 18 years of age. Lowest sum \$63 50. Vocal music in some of the schools "in a small degree."

BUCKLAND. Money is divided according to the number of persons between 4 and 21 years of age. Lowest sum \$14 42.

CHARLEMONT. Money is divided according to the number of persons between 4 and 21 years of age. Lowest sum \$20.

COLERAINE. One half is divided according to taxes paid, and one half according to the number of persons between 4 and 18 years of age.

CONWAY. Twenty-two twenty-ninths are divided according to the number of persons between 5 and 21 years of age; and seven twenty-ninths equally among the districts. Lowest sum \$25. Vocal music in two schools.

DEERFIELD. One half is divided among the districts, and one half according to the number of scholars. Lowest sum \$33 25.

ERVING. Money raised by tax is given back to the districts. Money received from the State is divided according to the number of scholars. Lowest sum \$12 56.

GILL. Money is divided according to the number of scholars. Lowest sum \$44.

GREENFIELD. Two twelfths of the money are placed in the hands of the selectmen and school committee, to be distributed according to the wants of the districts; ten twelfths are divided, one half according to the number of scholars, one half according to taxes paid. Lowest sum \$67 78.

HAWLEY. "Partly by the scholar, partly by property, and allowance is made to small districts." Lowest sum \$28 12.

HEATH. Money is divided, one half on the scholar and one half on the taxable property, excepting in regard to one district which has the lowest sum,—\$30.

LEVERETT. Money is divided, "one half on the scholar and one half on the property." Lowest sum \$19 06.

LEYDEN. Money is divided equally between the school districts,—\$60 60 to each.

MONROE. Money is divided according to the number of scholars. Lowest sum \$15 42.

MONTAGUE. Money is divided according to the number of scholars. Lowest sum \$43 05.

NEW SALEM. One third is divided equally among the districts; one third according to the number of persons between 4 and 16 years of age; and one third according to the taxes paid. Lowest sum \$48 26.

NORTHFIELD. One half is divided according to the taxes paid, and one half according to the number of scholars. Lowest sum \$28.

ORANGE. One third is divided according to the number of scholars, one third according to taxes, and one third equally among the districts. Lowest sum \$34 62.

ROWE. Money raised by the town is equally divided among the districts according to the taxes paid. Money received from other sources, according to the number of scholars. Vocal music in three schools.

SHELBURNE. One third is divided according to the number of scholars; one third equally among the districts, and one third according to taxes paid. Lowest sum \$56 87.

SHUTESBURY. One third is divided equally among the districts, and two thirds according to taxes paid. Lowest sum \$21 06.

SUNDERLAND. Money is divided according to taxes paid, excepting fifty dollars, which are distributed among the smaller districts. Lowest sum \$54.

WARWICK. The committee returned no answer.

WENDELL. One third according to the number of scholars; one third equally among the districts, and one third according to taxes paid.

WHATELY. Money is divided according to the number of scholars. Lowest sum \$46. Vocal music in two schools.

BERKSHIRE.

ADAMS. Money is divided according to the number of scholars. Lowest sum \$8.

ALFORD. Each district receives what it paid in taxes. Lowest sum \$5 60.

BECKET. Each district receives what it paid in taxes. Interest of funds and of Surplus Revenue is divided equally among the districts. Vocal music in two schools.

CHESHIRE. Money is divided according to the number of scholars "under the age of 21." Lowest sum \$8 13.

CLARKSBURG. Money is divided according to the number of scholars. Lowest sum \$33 94. Vocal music in one school.

DALTON. Each district receives what it paid in taxes. Lowest sum \$41 50. Vocal music in one school.

EGREMONT. Money is divided according to the number of scholars. Lowest sum \$74 90.

FLORIDA. Money is divided according to the number of scholars. Lowest sum \$12. Vocal music in one school.

GREAT BARRINGTON. Two hundred and fifty of the eleven hundred dollars raised by tax, together with the income from town and State funds, are divided equally among the districts. The remaining eight hundred and fifty dollars are divided among the districts "according to the aggregate attendance in each between the first of May and the first of March." Lowest sum \$19 28.

HANCOCK. No return from committee.

HINSDALE. One half is divided according to the taxes paid, and one half according to the number of scholars. Lowest sum \$52 68.

LANESBORO'. One half is divided equally among the districts, and one half according to the number of scholars. Lowest sum \$48 38.

LEE. Money is divided according to the number of persons between 4 and 16 years of age, in the districts. Lowest sum \$74.

LENOX. Two fifths are divided equally among the districts, and three fifths according to the number of scholars.

MOUNT WASHINGTON. No return from committee.

NEW ASHFORD. Money is divided according to the number of persons between the ages of 4 and 16.

NEW MARLBOROUGH. Money raised by tax is divided "according to the valuation and the number of polls." The interest from funds and from the Surplus Revenue, according to the number of scholars. Lowest sum \$40 96.

OTIS. Money raised by tax is divided according to the amount each district has paid. Money received from the State, according to the number of persons between the ages of 4 and 16.

PERU. Money is divided among the districts according to the taxes paid. Lowest sum \$32 02.

PITTSFIELD. "A mixed principle is adopted, having reference to property and number of scholars. One district receives but a little more than half the money it pays for schools; while another receives a sum equal to all its town and county taxes." Lowest sum \$62. Vocal music in almost all the schools during the summer, and in some of them in winter.

RICHMOND. Money is divided equally according to the number of scholars. Lowest sum \$34 09.

SANDISFIELD. Money raised by tax is paid back to the districts. The town school fund is divided equally among the districts. Income from the State fund and Surplus Revenue, according to the number of persons between 4 and 16 years of age. Lowest sum \$19 31. Vocal music in several schools, occasionally.

SAVOY. One half is divided equally among the districts, and one half according to the number of scholars.

SHEFFIELD. Committee did not answer the question.

STOCKBRIDGE. One third is divided equally among the districts; and two thirds according to the number of scholars.

TYRINGHAM. Money raised by taxes is divided according to the amount each district has paid. Interest from Surplus Revenue and from local and State funds, according to the number of scholars. Lowest sum \$22 47. Vocal music in three schools.

WASHINGTON. Money is divided among the districts according to the amount paid by each. Lowest sum \$26 14.

WEST STOCKBRIDGE. Committee did not answer the question.

WILLIAMSTOWN. One half is divided equally among the districts, and one half according to the number of scholars. Lowest sum \$17 17.

WINDSOR. Money raised by tax is divided according to the tax paid by each district. Income from the school fund divided equally among the districts. Lowest sum \$21 80.

NORFOLK.

BELLINGHAM. One third is divided among the districts; and two thirds according to the number of scholars. Lowest sum \$75. Vocal music in one school.

BRAINTREE. Money is divided according to the number of persons in each district between 4 and 16 years of age. Lowest sum \$98 05. Vocal music in two schools.

BROOKLINE. The committee did not answer the question.

CANTON. Sixty dollars are first given to each district, and the residue is divided according to the number of scholars. Lowest sum \$146 95.

COHASSET. Two hundred and fifty dollars are appropriated to the high school, and the residue,—eight hundred dollars,—is divided according to the number of scholars. Vocal music in one school.

DEDHAM. One half is divided according to the number of "children" in each district, and one half according to the tax paid by each. Lowest sum \$187. Vocal music in three schools.

DORCHESTER. Committee did not answer the question. Vocal music in "several" of the schools.

DOVER. Money is divided equally among the districts. One hundred and twenty-two dollars to each.

FOXBOROUGH. Twenty-five dollars are first allowed to a district which has two schools; one half of the remainder is divided according to the number of scholars; and the other half equally among the districts. Lowest sum \$110. Vocal music in about half the schools.

FRANKLIN. One half is divided equally among the districts, and one half according to the number of persons between 4 and 16 years of age. Lowest sum \$81 06.

MEDFIELD. Money is divided according to the number of families in each district. Lowest sum \$137 10. Vocal music in one school.

MEDWAY. One half is divided equally among the districts, one half according to the number of scholars. Lowest sum \$144 80.

MILTON. The committee did not answer the question.

NEEDHAM. Money is paid back to the districts which is received from them in taxes. Lowest sum \$143 06. Vocal music in five schools.

QUINCY. One hundred dollars are first given to each district; the residue is divided according to the number of persons in each district between the ages of 4 and 16 years. Lowest sum \$195. Vocal music in two schools.

RANDOLPH. One hundred dollars are first given to each district, and the residue is divided according to the number of scholars. Lowest sum \$161.

ROXBURY. Committee did not answer the question. A part of the schools are kept all the year. Vocal music in four schools.

SHARON. The town choose a committee to report a division of the money, "according to the wants of the districts;" their report, if accepted, continues to be the rule of division "until the condition of the districts renders it necessary to have alterations, and then a committee is chosen again." Lowest sum, \$150. Vocal music in two schools.

STOUGHTON. Money is divided according to the number of scholars. Lowest sum, \$108 02.

WALPOLE. One half is divided among the districts, in proportion to the taxes paid by them ; and one half according to the number of persons between 4 and 16 years of age. Vocal music in two schools.

WEYMOUTH. One half is divided equally among the districts, and one half according to the number of persons between 4 and 16 years of age. Lowest sum, \$298 28. Vocal music in four schools.

WRENTHAM. One third is divided equally among the districts, and two thirds according to the number of persons between 4 and 16 years of age. Lowest sum, \$71 30. Vocal music in three schools.

BRISTOL.

ATTLEBOROUGH. "A definite sum, say \$2, is raised and distributed to each scholar in town ; and in all districts numbering less than fifty scholars, an addition of $2\frac{1}{2}$ cents on each scholar, and increasing in that ratio as the number of scholars decreases." Lowest sum, \$31 08. Vocal music occasionally.

BERKLEY. One half is divided equally among the districts, and one half according to the number of persons between the ages of 4 and 21 years, on the first day of December. Lowest sum, \$40 00.

DARTMOUTH. One half is divided equally among the districts, (excepting two small districts which are counted as one,) and one half according to the number of families in the respective districts. Lowest sum, \$38.

DIGHTON. Money raised by the town and received from the State, is divided according to the valuation. Income from Surplus Revenue is divided equally among the districts.

EASTON. One half is divided equally among the districts. It is not stated how the other half is divided. Lowest sum, \$96 89. Vocal music in one school.

FAIRHAVEN. For the last 10 or 12 years, the town has left the apportionment with the committee. They usually reserve a small sum varying from \$50 to \$300, for aiding the smaller districts ; the residue they divide according to the number of persons between the ages of 4 and 16 years. Largest sum, \$33 70.

FALL RIVER. The committee did not answer the question.

FREETOWN. Money raised by the town with that received from the State, is divided, one third equally among the districts, and two thirds according to the number of persons between the ages of 4 and 21 years. Lowest sum, \$34 07.

MANSFIELD. Four tenths are divided equally among the districts, and the residue according to the number of scholars. Lowest sum, \$55 65.

NEW BEDFORD. The committee did not answer the question. Most of the schools are kept through the year.

NORTON. Money is divided equally among the districts,—to each \$100.

PAWTUCKET. Two hundred dollars, (of \$1060,) are divided equally among

the districts, and the residue according to the number of scholars. Lowest sum, \$63 67. Vocal music in six schools.

RAYNHAM. Committee did not answer the question.

REHOBOTH. All school moneys are divided according to the number of scholars between the ages of 4 and 16 years. Lowest sum, \$9 48.

SEEKONK. Money raised by tax is divided among the districts according to the taxes which each paid. Income from Surplus Revenue and from State fund, according to the number of persons between 4 and 16 years of age. Income from local fund, equally among the districts. Lowest sum, \$37 20.

SOMERSET. Money is divided according to the number of families in each district. Lowest sum, \$48 89.

SWANZEY. Money is divided "according to the number of houses in each school district, \$2 50 being allowed for each house." Lowest sum, \$18.

TAUNTON. One half is divided equally among the districts, and one half according to the number of scholars. Lowest sum, \$81 15. Vocal music in four or five schools.

WESTPORT. "The money raised by tax is divided as follows: The summer schools receive \$6 per month for the time taught, not exceeding five months, and the remainder is divided equally to all the districts in proportion to the time taught, not exceeding four months. What this falls short of the amount of the teachers' wages, is made up by a tax on each scholar according to the number of days he or she attends school." Lowest sum, \$43 91.

PLYMOUTH.

ABINGTON. One half is divided equally among the districts, and one half according to the number of scholars. Lowest sum, \$186 16. Vocal music in three schools.

BRIDGEWATER. One half is divided equally among the districts, and one half according to the number of persons between 4 and 16 years of age. Lowest sum, \$86 07.

CARVER. Money is divided according to the number of persons in each district between the ages of 4 and 16 years. Lowest sum, \$14.

DUXBURY. One third is divided equally among the districts, and two thirds according to the number of persons between 4 and 16 years of age. Lowest sum, \$125.

EAST BRIDGEWATER. One third is divided equally among the districts, and two thirds according to the number of persons between 4 and 16 years of age.

HALIFAX. Money is divided equally among the districts,—\$100 to each.

HANOVER. One half is divided equally among the districts, and one half according to the number of persons between 4 and 16 years of age. Lowest sum, \$96 46. Vocal music in two schools.

HANSON. Money raised by the town is divided according to the number of scholars. Money received from the State equally among the districts. Lowest sum, \$54 69. Vocal music in two schools.

HINGHAM. The town is not districted. Most of the schools are kept through the year. Vocal music in three schools.

HULL. No return from committee.

KINGSTON. One third is divided equally among the districts, and two thirds according to the number of persons between 4 and 16 years of age. Lowest sum, \$34 82. Vocal music occasionally in three schools.

MARSHFIELD. One third equally among the districts, and two thirds according to the number of scholars. Lowest sum, \$122 29.

MIDDLEBOROUGH. Fifteen dollars are first given to each district, excepting two, which receive only \$7 50; the residue is divided according to the number of polls in each district.

NORTH BRIDGEWATER. One half is divided equally among the districts, and one half according to the number of scholars. Lowest sum, \$124 65. Vocal music in one school.

PEMBROKE. One third equally among the districts, and two thirds according to the number of persons between 4 and 16 years of age. Lowest sum, \$79 75.

PLYMOUTH. Money is divided according to the number of persons between 4 and 16 years of age. Lowest sum, \$21 70. Vocal music in seven schools.

PLYMPTON. In 1818, the town was divided into six districts, and since that time the money has been equally divided between them,—about \$100 to each. Vocal music in two schools, occasionally.

ROCHESTER. Seven hundred dollars are divided equally among the districts, and \$1246 73, (raised by the town and received from the State,) according to the number of persons under 21 years of age. Lowest sum, \$51 70.

SCITUATE. One fourth is divided equally among the districts, and three fourths according to the number of scholars. Lowest sum, \$103 46.

WAREHAM. One fourth is divided equally among the districts, and three fourths according to the number of persons between 4 and 16 years of age. Lowest sum, \$50.

WEST BRIDGEWATER. Money has been divided for a few years past, on an "arbitrary" apportionment, varying from \$151 71, to \$87 05. Vocal music in one school.

BARNSTABLE.

BARNSTABLE. One third is divided equally among the districts, and two thirds according to the number of "children." Lowest sum, \$70.

BREWSTER. Three fourths are divided among the "four principal schools," and one fourth to the other two. Lowest sum, \$50.

CHATHAM. Money raised by the town and received from the State is equally divided among the districts.

DENNIS. Money is divided according to the number of persons between the ages of 4 and 16 years, excepting one district, which being entitled, on this apportionment, to only thirteen dollars, receives \$25.

EASTHAM. For several years, the money has been equally divided among the districts.

FALMOUTH. Twenty dollars are first given to each district, and the residue is divided according to the number of persons in each district under 21 years of age. Lowest sum \$50 57.

HARWICH. One third is divided equally among the districts, and two thirds according to the number of persons between 4 and 16 years of age. Lowest sum \$75 45.

ORLEANS. Money is divided equally among the districts,—\$100 to each. Vocal music in eight schools.

PROVINCETOWN. Money is divided according to the number of scholars. Lowest sum, \$23 80.

SANDWICH. Two thousand dollars, together with the interest of the Surplus Revenue, are divided according to the number of scholars; \$108 are divided among the districts whose share of the \$2000 does not amount to \$75. Lowest sum, \$56 96.

TRURO. Money is divided according to the number of scholars. Lowest sum, \$36 72.

WELLFLEET. Money raised by tax is divided according to the number of families in town,—all other moneys according to the number of persons between 4 and 16 years of age. Lowest sum, \$69 40. Vocal music occasionally in five schools.

YARMOUTH. Money is divided according to the number of persons between 4 and 16 years of age.

DUKES COUNTY.

CHILMARK. Committee did not answer the question.

EDGARTOWN. Money is so divided that all the schools may be kept an equal number of months. Lowest sum, \$80 16.

TISBURY. Money is divided according to the number of scholars between 4 and 16 years. Lowest sum, \$26 79.

NANTUCKET.

NANTUCKET. All the schools are kept during the year. Vocal music in seven.

A question now arises, whether these numerous and heterogeneous methods are not susceptible of improvement. If this be decided in the affirmative, then another question comes up, namely;—what is the true principle, according to which school moneys should be distributed by towns among their districts? It seems to me that the abstract principle is a clear one,—one,

which the judgment and the moral sentiments of every true friend of his country and his race, ought to approve; but still the practical application of this principle is attended with very serious difficulties. Some districts are very populous, others have but few inhabitants; some are very wealthy, others very poor. The territory of some is very extended, of others, very limited. Probably there are no two districts, in any town in the State, whose circumstances are precisely alike. Those whose duty it is to decide the question of distribution are always more or less interested in the decision they are themselves to make. In all cases this decision must be more or less a matter of discretion,—of compromise between conflicting reasons, each of which is worthy to be followed to a certain extent, or up to a certain point; but, beyond that point, each of which will work inequality and mischief. Now it is in this class of cases that our fallible nature is most likely to err,—the selfish propensities working out their will and accomplishing their ends, under the guise, and apparently with the sanction of the moral nature. How difficult, under such circumstances, to do as we would be done by,—to hold the balance in whose opposite scales are our own and our neighbor's rights, with an untremulous hand. Suppose the sum of money raised by a town for the support of its schools, to be two or twenty thousand dollars; suppose this money to be laid in a pile, upon a table, and the whole town, or its authorized agents, to be assembled and seated around, for its partition. Suppose the arbiters of the question to be animated by selfishness alone,—each one intent upon grasping as much as he can, without using the robber's violence, though animated by some of the motives that goad on the robber. Each one, under these circumstances, would draw his imaginary lines across the heap, in such a way as to throw the largest possible share into his own hands; and each also would attempt to adjust his principles to his lines. How many conflicting lines would be drawn; into what different proportions would the mass be cut up! Could a few of the first have the shares they covet, what would be left for the last?

On the other hand, suppose patriotism and philanthropy to be umpires for making the award. Suppose all the children in the

town to be assembled before this tribunal. Would not the only question which any one would dare to propound, be, in what manner the appropriation of the town should be distributed to produce the greatest amount of good ; and, as far as possible, to dispense that good with an impartial hand, among the rising generation ? What plea would be presented, or could, for a moment, be entertained, why some fifty or one hundred of these children, from the mere circumstance of local residence, or from any chance or accident whatever, should be selected for the enjoyment of double or three-fold the advantages of any other group of fifty or one hundred ? To the question, for whose good is the money to be expended, is not the answer clear ?—for the good of the children, for the good of the community, for the good of mankind. Children are not educated for themselves alone, nor for their parents alone ; but also for the State, for the country and the world. No greater calamity can befall us, than that our children should grow up without that knowledge and cultivation which shall prepare them to become good fathers, mothers, neighbors, citizens, men. It is embodied in all our political creeds, that the summit of social happiness can never be reached except under republican constitutions ; and no chimera more absurd ever entered the brain of the wildest dreamer, than that republican constitutions can long exist without intelligence and morality. We believe that every man has a natural right to the rewards of his own industry and talent. But the right of property cannot be upheld without just laws ; and just laws can be sustained only on the basis of a people's knowledge and virtue. Expend our means for the training of a hundred good men, at the same time allowing one bad associate to grow up amongst the number, and that one bad man will punish our improvidence, by jeopardizing the welfare of all the rest. One bad man can destroy more worldly good than a hundred can create or replace. One can scatter moral infections that no arts of spiritual healing can wholly neutralize. All the powers of the mightiest nation can never prevent bad men from doing wrong. The only way to diminish the amount of wrong in the world, is to diminish the number of bad men. I conclude, therefore, that every philanthropic and Christian

view which we can take of the question,—how shall our educational resources be distributed?—points to a distribution of them, which shall afford, as nearly as possible, an equality of advantages for all the districts in the town. If districts differ greatly in point of wealth, why should the tax-money received from each, be handed back to it as soon as collected? What relation has the number of families, or the number of ratable polls, or the number of persons over twenty-one years of age, or the number of houses in a district, to the true question;—how can all the children be best developed and replenished in intellect, best purified and refined in taste and sentiment, best principled and impassioned in morals? So of an equal distribution between unequal districts. Why would it be more absurd to pay back to each individual, the amount of school tax received from him, than to return to each school district, the amount received from its inhabitants. On no one of these principles does the town support its poor, or erect its bridges, or repair its roads. The highways of the county would present a remarkable spectacle, if the tax for their support which each man pays, were to be expended upon the portion of the road passing through his lands or by his mansion, so that the goodness or badness of our highways should be an index of the wealth or poverty of each man, along whose farm or by whose doors they lie. Yet this would not be a stranger spectacle to the natural eye than it is to the moral, to see one district in a town with almost a redundancy of educational means,—a fine school-house, competent teachers, libraries, apparatus, &c., while another district in the same town, in point of educational resources, is kept on the list of paupers or beggars. Is it not just cause of alarm, then, that the preceding schedule exhibits so many districts whose school money amounts only to \$20, or \$10, and in some instances, only to \$8?

But there is no *necessary* connection between an equality of privileges, and an equal distribution of the school money, *per capita*, amongst all children between the ages of 4 and 16 years. There are many reasons why the problem of distribution is more complicated than this. Some schools labor under the disadvantage of being too large; others, of being too small.

The Legislature, by providing that every school, having more than fifty scholars, shall employ an assistant teacher, (unless the district passes an express vote to the contrary,) has intimated its opinion that fifty children are as many as one teacher can well govern and instruct. Universal experience ratifies this opinion. For schools, therefore, consisting of more than fifty children, there should be some equivalent, either in the length of the time, or in the superior qualifications of the teacher, to compensate for the disadvantage of numbers. But a school may be too small as well as too large; and hence may suffer from the want of that natural stimulus and excitement which all children feel when brought together. There should be a compensation for this class of schools also;—usually, however, if not always, this object can be secured in the manner to be noticed below. In some districts, the population is very sparse, the roads bad, and subject to obstructions in the winter from snow, and a majority of the children have a great distance to travel. A contiguous district may have an equal number of scholars, but be compactly situated, and its school always easy of access. In such a case, special interference should compensate for natural disadvantages. In regard to two districts, equal in the number of scholars,—in one, most of the scholars may be large, rendering it advisable to employ a male teacher; in the other, the children may be small, so that a female shall be preferable. Are not these circumstances, also, a fair subject for consideration in making the apportionment? Indeed, wherever the condition of a district is such as to render it expedient to employ a female teacher, that circumstance may well be taken into view. And after all, it will not be advisable to change the rule of apportionment, every year, in order to equalize slight differences; for the evil of a perpetual change may outweigh the evils it would remedy. Only one case occurs to me, where but half or less than half of the money which an impartial tribunal would otherwise award to a district, on the principles above stated, should be allowed to it. I mean a case where two or more districts, which can be united and ought to be united, refuse to join. In such a case, let them suffer the weakness that comes from folly, until they will practise the wisdom that confers strength.

POWER OF TOWNS TO RAISE MONEY FOR SCHOOLS.

A topic not wholly unallied to the preceding, is, the legal power of towns to raise money for the support of schools. Discussions respecting the apportionment of money among districts, and suggestions for increasing the usefulness of our schools, would be nugatory, if towns could not raise money for the purpose. It would be in vain, also, that the pervading spirit of all our institutions should demand a thorough, generous, mind-expanding education for all our people, if there were no body-politic authorized by law to make the requisite pecuniary grants. This raises the direct question,—to what extent our municipal corporations may go, in granting money for the support of schools. This question is still debated; and as, in several instances, it has seriously interfered with the appropriation of moneys, which otherwise would have been unhesitatingly granted, it may not be amiss to consider some of the points on which the issue must be adjudicated.

It is admitted, by all parties, however, that the law requires, (and of course authorizes,) every town, to maintain schools of a certain aggregate length, which are to be kept by teachers having certain prescribed qualifications; and that all towns, without exception, falling below this aggregate in the length of its schools, and this prescribed grade in the qualifications of its teachers, become criminally responsible to the judicial tribunals of the State. But the question remains, whether any town may go beyond the exact requisitions of the law. Here, one party maintains that the minimum amount is also the maximum;—that is, when the law requires a town to maintain schools, for such or such a length of time, it impliedly prohibits the town from maintaining schools for a longer period. The argument restricts the legal *power* to the legal *duty*; so that when the *duty* is performed the *power* is exhausted. It is said that towns have no discretion, as to the amount of their grants; but only as to the mode of expending the limited sum they are authorized to raise.

For instance, the law requires that every town in the Com-

monwealth, however low its valuation, or few its numbers, shall keep, each year, one school for six months, or two or more schools, for terms of time, that shall together be equivalent to six months. If the number of families or householders in the town amounts to one hundred, then one school shall be kept for twelve months, or two or more schools, for terms that together shall be equivalent to twelve months. As the number of inhabitants increases, the required length of the school or schools, also increases. Now the point maintained is, that when towns have supported schools, for the prescribed period, their authority is exhausted. Being corporate bodies, incapable of originating powers, but deriving whatever powers they possess, from the law, when that is done which the law commands to be done, both the power and the obligation come to an end.

The same view is sometimes taken in regard to the studies or branches, which may be legally taught in our schools. Respecting the lowest grade of schools known to the law, the statute declares that they shall be kept by teachers of competent ability and good morals, for the instruction of children in orthography, reading, writing, English grammar, geography, arithmetic and good behavior. On the same ground as before, it is argued, that these are the only branches which can legally be taught in this grade of schools;—that composition, rhetoric, logic, book-keeping, the elements of natural philosophy, the history of the world, or even that of our own country, &c., &c., are not merely unprovided for, in our common district schools, but that their introduction is impliedly forbidden. According to the same view, the employment of a teacher, of the most high and varied attainments, *provided a greater compensation be given him, on account of his superior competency*, would also be illegal. Such is the argument, on the one side, as far as I have been able to learn and to understand it, on the subject of a town's power to grant money for schools.

On the other side, it is maintained that the length of schools and the range of studies prescribed by the statute, are the minimum but not the maximum;—that while every town is obliged to do so much, no town is prohibited from doing more;—and

therefore, that any town may sustain schools for any portion of the year and for any grade of studies, which its own discretion may dictate, subject only to the limitation which binds all bodies politic and corporate, of legislative creation; namely, that their powers shall not be exercised wantonly or fraudulently. By this construction the powers of the towns, though not wholly unlimited and indefinite, still are not specifically fixed and bounded; but they contain a germ of expansion, through whose developments our school system may be enlarged from year to year to meet the increasing wants of the community.

In speaking of the two parties, however, which respectively espouse the opposite sides of this question, I would not be understood to say that there is any comparison between them as to numbers. The above questions have been two or three times started at the Common School conventions; they have been propounded in some half dozen of the school committees' reports; my advice has been occasionally asked by letter; and, in one instance, the subject has been extensively discussed in the public papers.

But, on the other hand, the almost universal practice of the State, has been on the side of a liberal construction of the law; and, should it now be found, on an appeal to the highest judicial tribunal, that this construction is erroneous, probably there is not a town in the State, whose taxes for the support of schools have not been granted and levied in violation of law; and hence have been void for excess.

On a subject so important, if there are data for the formation of a satisfactory opinion, it seems desirable that they should be set forth; so that the public mind, if that be practicable, should rest securely in its convictions, and the advancement of our schools be disencumbered of these embarrassments. With respect and deference, therefore, to the opinions of those from whom I feel obliged to dissent, I propose to submit a few considerations, tending to show, not only that the genius of our government and the necessities imposed upon us by the nature of all our political and social institutions;—not only the interest and the honor of the Commonwealth, but also that both the spirit and the letter of our laws, fortified by all con-

temporaneous exposition, sustain the more liberal construction of the statute, to which I have referred.

The proportion of students in all the incorporated academies in the State, when compared with the whole number of children between the ages of 4 and 16 years, belonging to the State, is a little less than one in fifty. There are private schools, under the different appellations of select schools, high schools, &c., where some of the higher branches are also taught. But in towns which maintain no town high school, or school which, in the language of the law, is "kept for the benefit of all the inhabitants," nineteen twentieths, at least, of all the children, receive all the school education which they bring into life, at the district school. Only about forty of the three hundred and eight towns in the State, are required by law to keep a school of a higher grade than the Common School; and, on complying with a condition, to be noticed below, this class of towns can exempt themselves from the obligation to maintain such higher school. Suppose then, the ability of our system of Common Schools to confer an enlarged and generous education, to be curtailed and shrunk to the mere teaching of the elements,—orthography, reading, writing, English grammar, geography and arithmetic;—and suppose the schools themselves to be restricted to the period mentioned in the law,—and what a meagre, parsimonious, impoverished education, would nineteen twentieths of the children of the State receive. The aggregate length of the Boston schools, last year, was *one hundred and thirty-one years*; that is, the city had one hundred and thirty-one schools which, with only the customary vacations, were kept through the year. It has a Latin school, an English high school, sixteen grammar schools, and one hundred and thirteen primary schools. According to the narrow construction of the law, which is proposed, its Latin and its English high school must be merged in one; and its sixteen grammar and one hundred and thirteen primary schools, must be reduced to an aggregate of only twenty-four months! But the diminution in the length of the schools which would follow from such a construction of the law, is not more alarming than would be the simultaneous contraction of the range

of studies. As was said above, these would be brought down to the elementary branches. Let us glance for a moment at the prospective condition of the State, should a construction of the law prevail, so deeply affecting the education of its children.

The people of Massachusetts, to a greater extent than those of any other State in the Union, are a mechanical people. The inventive genius and practical skill of our citizens, in their applications to the useful arts of life, have given a commonness to comfort, and a wide-spreading expansion to physical enjoyment and well-being, such as are not possessed by any other community of equal numbers, on the face of the globe. We have more than eighty-five thousand persons engaged in manufactures and trades, which number represents a population of at least three hundred thousand, or six fifteenths of all the inhabitants of the Commonwealth. With this wide range of every-day business and occupation, the first principles of natural and of mechanical philosophy have the most intimate connection. Our pecuniary well-being as a people, the individual competence and independence of our citizens, are depending more and more upon our skill and progress in these departments of industrial labor. Shut out all branches of natural philosophy from our schools, exclude those seminal ideas and principles upon which and with which, inventive genius afterwards works,—from which, talent is constantly evolving new applications of the forces and affinities of nature, and thus ameliorating and advancing the condition of man,—and what an inappreciable amount of actual good would be prevented, to say nothing of positive evils which would be incurred. And, as applicable to this subject, let me say, that we are responsible for the good we prevent, as well as for the evil we commit.

In navigating the ocean,—and therefore, directly or indirectly in foreign commerce,—a proportion of our people is engaged, more than twenty times greater than the average of the other States in the Union. Of course there must be inland trade or commerce, growing out of this foreign traffic, which moves, annually, an enormous amount of capital. But the construction of the law, against which I am contending, would exclude

navigation, geometry, book-keeping, all commercial studies, &c., from our schools; and it would send men into the varied departments of domestic and inland trade and of foreign commerce, without any specific preparation for their immediate wants.

The elective franchise is enjoyed so extensively amongst us, that it falls but one degree below universal suffrage. For the fit exercise of this inestimable boon of freemen, is not some knowledge of political philosophy and of the history of our own State and nation, of their origin and their various institutions, a prerequisite? Shall the citizen wait until he is called to legislate, before he begins to study the principles of legislation? Shall not accurate views of the nature of government precede the authority to govern? Yet, banish the study of all history and of political philosophy or the science of government from our schools, as such a construction would do, and how many of the future sovereigns of our State and of our Union, would succeed to the possession of political rights without the knowledge indispensable to their intelligent and judicious exercise.

Astronomy is now taught in many of our Common Schools. This is one of the sublimest fields of human investigation. The mind that grasps its facts and principles receives something of the enlargement and grandeur belonging to the science itself. It is a quickener of devotion. All its problems and its truths not only expand the intellect, but they are effusive of a religious influence. Reduce the range of Common School studies, as is proposed, and this exciter of the intellect, this handmaid of religion is banished from the schoolroom.

Human Physiology,—a knowledge of the laws and conditions of Health and Life,—is now becoming common in the better class of schools, throughout the State. The uses, the adaptations, the exquisite contrivances of the human system, are so wonderful, so beautiful and so attractive, that I have heard it said by an eminent teacher,—who deeply loved the study himself,—that when his class in physiology was reciting, it was impossible to make the rest of the school study, or attend to, any thing else. Exclude this, and thousands of our people would continue to practise their fatal quackeries and their

idiot charms, for the removal of disease and the prolongation of life.

The mass of our people are exceedingly active-minded and inquisitive. Reading is their pastime to a greater degree than is true of any other people, of equal numbers, to be found in the world. Yet they do not read one fourth part so much as they might read, and as they should read ;—not for the purpose of positive improvement only, but for the expulsion of low tastes and degrading vices. Yet, if taught to read merely, if left without any means for cultivating a refined and literary taste, if ignorant of the laws of evidence and the axioms of reasoning ;—that is, if unacquainted with the principles of Rhetoric and Logic, they will be without some of the best antidotes against the degrading and poisonous products of the modern press.

Is Botany any where studied in connection with our schools,—this construction of the law would drive in the children from their healthful exploration of the fields of nature. Is Chemistry any where pursued,—a science so intimately connected with agriculture, with many of the mechanical trades, and with not a few of the household arts,—it would arrest the progress of children in this direction, and turn them back from the new world of marvels and of utilities, which chemistry reveals. In fine, in regard to all these subjects, respectively, so important to temporal well-being, to the right performance of political duties, to taste, intellect, character, morals,—in regard to all these subjects, if we say,—let the mass of the rising generation get their knowledge where they can, it would be equivalent to saying, in ninety-nine cases in every hundred, that they shall get it nowhere.

But this circumscription of the general intellect, this reduction of the mental stature to a pigmy's dimensions, is only one of a formidable company of evils which would follow the exclusion of all the higher branches of study from our Common Schools ; especially if the minimum of time during which the schools are required to be kept is to be the maximum also. Would not the character of the teachers be correspondingly degraded ? Who would become teachers, if, in towns contain

ing a dozen or even a score of districts, the aggregate length of the schools were not to exceed twelve or twenty-four months; and this brief period to be divided, as it now is, between summer and winter terms? The number of professional teachers in the public schools of the State would dwindle to a handful. All eminence and skill in teaching, would seek the patronage of wealth. Private schools would supplant the public; and the latter would become mere charity or pauper establishments, affording but the scantiest instruction for dwarfed and famished minds.

But again; suppose the mass of our young men to grow up to the period of adult life, without the acquisition of any thing but the mere elements or rudiments of knowledge, with no general enlargement of mind, no expansion or opening of the faculties towards those different departments of nature for which they were designed and preadapted by their beneficent Creator, and what a vast chasm would at once yawn, between the neglected many and those favored few who had enjoyed the privileges of academical or collegiate education. At once, literary castes would arise in society, as haughty, as exclusive, as antagonistic, as the Brahminical. The community would be dissociated, gathered into clans, with but a few intermediate links in the social chain to serve as a medium of sympathy between the extremes. Men of active, inquiring, replenished minds, naturally seek their associates among men of active, inquiring, replenished minds. If they go in quest of the ignorant, the stockish, the brutified, it is only through the impulses of that divine missionary spirit which seeks the blessing of giving rather than of receiving good. This class of men, unhappily, is very small. Hence the chasm which our institutions,—not nature,—would have created, would remain unbridged. Intellectual castes would inevitably be followed by castes in privileges, in honor, in property, unless the latter should be destroyed,—as under our political institutions would be probable, if not certain,—by the blind rage and vindictiveness of their social inferiors.

I have referred only to the condition of the mass of young men in our community, if all instruction, excepting in the mere

rudiments of an education, were abolished in our Common Schools; and if the length of those schools were to be reckoned by days, or even by weeks instead of months. But what would be the condition of nineteen twentieths of the young women of our land, if all beyond the elements of knowledge were to be forever, to them, a land of darkness? For whom would they be fit companions in life? With what literary or scientific tastes would such mothers imbue their children? What would be the character for intellect, refinement, elevation, of the generations that should succeed them? Of course, I speak of the great proportion,—of large majorities; for, doubtless there would be individual exceptions. Vigorous, talented, enterprising minds will emancipate themselves from the bondage of hereditary degradation, and win fortune, station, celebrity, by inherent, irrepressible power. But this number would be originally small, and, in every generation, it would grow less and less, unless some other cause should counteract the downward movement of the system; because a permanent bias,—a steady tendency in things, will forever cause them to approach nearer and nearer to the destined point; and finally, although it may be after long intervals of time and many circuits of gradual approach, to reach it. A steady attraction, though slight, will prevail over great energy of centrifugal forces, acting intermittingly.

In many of the more enlightened, yet arbitrary governments of Europe, where the great doctrines of human rights are dimly seen in theory, and still more dimly recognized in practice, a distinction prevails in regard to the education of the community at large, which should be sedulously excluded from a republican system. According to this distinction, all the avocations of men naturally arrange themselves under three heads. The first class embraces all those industrial employments where we act with material instruments upon material things,—*with matter upon matter*. This includes all mere manual laborers,—the hewers of wood, the drawers of water, ditchers, delvers, &c. In the second class, are comprised all those who act *by mind* upon matter,—the master-mason or architect, head-machinists, head-miners, foresters, engineers, &c. The third class

are those who act by mind *upon mind*,—the orator, the poet, the historian, statesman, &c. Different courses of education are projected to meet the supposed necessities of these different grades. But how incongruous and absurd are these notions among a people, by the theory of whose institutions the chief magistracy of the State or of the nation is open to the poorest boy that is born in the land!*

* I subjoin a few extracts from the "North British Review," containing some historical sketches of the town of Paisley, in Scotland. They show with what fearful rapidity, a people that neglects the education of its children, will descend in the scale of poverty, degradation and crime. By the facts stated it appears, that not even the neglected generation itself will pass away, without punishing their social superiors for their dereliction from duty. Retribution descends suddenly upon the wealthy, the educated and the powerful, upon whose remissness, the vices, ignorance and guilt of the less fortunate classes in society, are to be primarily charged.

PAISLEY IN 1800—1844.

"Paisley is perhaps the most plebeian town of its size in Europe, its population being composed chiefly of weavers, with such accompanying trades and occupations as are dependent upon, or necessary for, the supply of weavers and weaving apparatus. From its proximity to Glasgow, Paisley can boast of few extensive manufacturers, many of its operatives being employed in Glasgow houses, through the medium of resident agents; and, having few home or foreign merchants of any note, it presents the extraordinary feature of almost an entire working population. As some important practical results, both of a moral and political nature, may be drawn from a review of its past and present history, it is our intention, in the present article, to take a cursory view of the *weavers*,—in other words, the general population of that town, from about the year 1775 or 1780 to the present day, contrasting its moral and intellectual character, at two or three distinct periods, and endeavoring to account for the sad declension in public manners which of late has been so obvious to the country at large.

"To state the simple fact, that the once quiet, sober, moral, and intelligent inhabitants of Paisley, are now generally a turbulent, immoral, and half-educated population, is to state what almost every one knows, what many mourn over, but for which few seem able to propose any remedy.

"It is indeed a melancholy subject for contemplation, that what was at first eagerly embraced by many as an addition to their family receipts, has ultimately proved, not a chief cause of individual poverty only, but of family feuds, insubordination on the part of children, and, as a natural consequence, a general moral degradation over the whole community. We allude to the practice, introduced about the year 1800, (when the manufacture of India imitation shawls was first commenced,) of employing children as draw-boys from the early age of five or six to ten or eleven years,—a period of life, till then, uniformly spent in school, or in youthful amusements; but subsequently, from a rapid increase in this branch, all the available children were employed in the weaving-shop.

"From about 1770 to 1800, the manufacture of silk gauzes and fine lawns flourished in Paisley, as also, during a portion of the period alluded to, that of figured-loom and hand-tamboured muslin. These branches afforded to all classes excellent wages; and, being articles of fancy, room was afforded for a display of taste, as well as enterprise and in-

These are some of the considerations which serve to show the reasonableness of that construction of the law which has prevailed for generations, and for which I now contend. Still, if,

telligence, for which the Paisley weavers were justly conspicuous. Sobriety and frugality being their general character, good wages enabled almost every weaver to possess himself of a small capital, which, joined with their general intelligence and industry, enabled and induced many a one to spend days and even weeks together in plodding over a new design, assisted frequently by his obliging neighbors, knowing that the first half dozen weavers who succeeded in some new style of work were recompensed tenfold.

"Nearly one half of Paisley, at that period, was built by weavers from savings of their ordinary wages. Every house had its garden, and every weaver, being his own master, could work it when he pleased. Many were excellent florists, many possessed a tolerable library, and all were politicians; so that about the period of the French revolution, Mr. Pitt expressed more fear of the unrestricted political discussions of the Paisley weavers, than of 10,000 armed men. Had Paisley been then, what Paisley is now, crowded with half informed radicals and infidels, his fears would have been justified; but truth and honest dealing could fear nothing from a community constituted as Paisley then was; and never, perhaps, in the history of the world, was there a more convincing proof of the folly of being afraid of a universal and thorough education, especially when impregnated with the religion of the Bible, than in the state of Paisley at that period.

"At the period alluded to, every man, woman, and child above eight or nine years of age, could read the Bible; many could write and cast accounts; and not a few of the weavers' sons went through a regular course at the grammar school. To have had a distant relative unable to read, or one sent to prison, would have been felt as equally disgraceful.

"The inhabitants were so universally regular in their attendance upon church, and strict afterwards in keeping in-doors, that it is recollected, at the end of the last century, or commencement of the present, that not a living creature, save two or three privileged blackguards, were ever seen walking the streets after divine service; or if any chanced to appear, an errand for the doctor was supposed to be the probable cause. Family duties were generally attended to; and prayer and praise were not confined to the Sabbath evening; for on week days as well as on Sabbath days, the ears of the by-standers were regaled with songs of praise issuing forth from almost every dwelling; and, in those days it was no uncommon thing to find the highly respectable weaver a most consistent and truly useful elder of the church.

"At that period, the honest quiet Whig or Tory weaver might be seen with his wife, at four or five o'clock, sallying forth on an evening walk, in full Sabbath attire; the husband in advance of his wife, carrying the youngest child in his arms, and his wife following, with two, three, or four older children; and, perchance, ere their return, a brother and sister-in-law were honored with a visit to a cup of tea, to which they experienced a hearty welcome. Nor were little luxuries on such occasions altogether unknown, a weaver then being able to afford them.

"Although early marriages were very common, yet the frequently attendant evils were not immediately felt; a lad of eighteen or twenty being quite as able to support a family as his father at forty; and he did not anticipate those days of darkness and privation which have since come on Paisley.

"We come now to the mournful cause of the present degraded state of that once moral and happy town; not that we imagine that the fluctuations of trade, arising from the change from a war to a peace system, have not affected that town in common with

upon strict investigation, the letter and spirit of our legislative provisions for public instruction, will not sustain this view, we must submit to the law as it is, until the public voice shall demand and secure its amendment.

others; but these fluctuations would have passed over it with comparatively little injury but for the operative cause we are about to mention, which wrought its sure though silent influence upon the manners, habits, and morals of the general population.

"The introduction of the manufactory of imitation India shawls, about the year 1800, required that each weaver should employ one, two, or three boys, called draw-boys. Eleven to twelve was the usual age, previous to this period, for sending boys to the loom; but as boys of any age above five were equal to this work of drawing, those of ten years were first employed, then, as the demand increased, those of nine, eight, seven, six, and even five. Girls, too, were by and by introduced into the same employment, and at equally tender years. Many a struggle the honest and intelligent weaver must have had, between his duty to his children and his immediate interests. The idea of his children growing up without schooling, must have cost him many a pang, but the idea of losing 2s. 6d., or 3s., or 3s. 3d. per week, and paying school wages besides, proved too great a bribe, even for parental affection; and, as might have been expected, *mammon* in the end prevailed, and the practice gradually became too common and familiar to excite more than a passing regret. Children grew up without either the education or the training which the youth of the country derive from the schoolmaster; and every year, since 1805, has sent forth its hundreds of unschooled and untrained boys and girls; now become the parents of a still ruder, more undisciplined and ignorant offspring. Nor was this all. So great was the demand for draw-boys, that ever and anon the town crier went through the streets, offering not simply 2s. 6d., 3s., or 3s. 3d. a week for the labor of boys and girls, but bed, board and washing, and a penny to themselves on Saturday night. This was a reward on disobedience to parents. Family insubordination, with all its trains of evils followed. The son, instead of standing in awe of his father, began to think himself a man, when he was only a brawling, impudent boy. On the first or second quarrel with his father, he felt he might abandon the parental roof, for the less irksome employment of the stranger. The first principle of all subordination was thus broken up, and the boy who refused to hearken to the voice of his father or his mother, and to honor them, could not be expected, when he became a man, to fear God, or to honor the king. If ignorance be the mother of superstitious devotion, it is also the mother of stupid and vulgar contempt. An intelligent and moral people will ever be most ready to give honor where it is due; and, respecting themselves, they will yield a willing respect to intelligence, virtue, rank, and lawful authority, wherever it is placed.

This increase of the family receipts, arising from the employment of one or more children as draw-boys, ceased on the first slackness in the demand; for it is evident that the additional sum, we shall suppose of 5s. a week, drawn by the labor of the weaver's children, enabled him to work just at so much lower prices to any manufacturer who might choose to speculate in making goods at the reduced price, in the hope of a future demand. A short period of idleness on the part of the weaver would have given him time for the overstock of goods to clear off, whereas this practice of working even extra hours during the period of a glut, tended to perpetuate the glut, or to render fluctuations arising from this source more frequent; and, along with other causes, to perpetuate low wages. Thus was the employment of their children from five to ten, by the weavers of Paisley, at first an apparent advantage, but in the end a curse; demonstrating that whatever may be the interests of parents this year or next year, it is permanently the interest

I propose now to examine a few of the express provisions of law relating to this subject.

The language of the Revised Statutes, conferring upon towns the power to raise money for schools, is in these words: "Towns shall have power to grant and vote such sums of money as they shall judge necessary for the following purposes; For the support of schools," &c.

Here certainly, there is no *expressed* limitation. The phraseology which always implies discretionary power, is used. If this were all, might not the towns raise as much or as little as they should choose, for the purpose designated? But, by the 23d chapter of the Revised Statutes, this discretion is limited, in one direction. It is, however, no where limited in the other. The law requires a specified length of schools, to be kept by masters of good morals and competent to teach certain specified branches;—and any town falling below these requirements, in either particular, becomes amenable to the criminal tribunals of the State. But as to the aggregate length of the schools, the extent of the teachers' qualifications, or the number of branches to be taught in the schools, there is no expressed limit to the discretionary power of the towns. Of course, as in all cases of derived powers, however large the discretion, or unqualified the terms conferring it, it is implied that the authority given shall not be exercised wantonly or fraudulently, or for an object foreign to the purpose for which it was bestowed. Within these limits, it would seem, therefore, from the language of this part of the law, that a town may take parental affection and patriotism and philanthropy for its counsellors, and may be as liberal in its appropriations for schools, as its regard for the welfare of its children and for the prosperity of the nation, may dictate.

of them and their offspring to refuse every advantage in their temporal concerns, which tends to deprive youth of the first of parental blessings, education; and that Providence has bound, in indissoluble alliance, the intelligence, the virtue, and the temporal well-being of society. In 1818-19, during the radical period, there were found full three thousand, Paisley-born and Paisley-bred, who could not read; and the decline of intelligence has been followed by the decline of that temperance, prudence and economy, which are the cardinal virtues of the working classes, by which alone they can elevate their condition, or preserve themselves from sinking into the most abject poverty."

But there are two or three other provisions of law, which, when placed side by side with those already quoted, seem to be decisive of the question.

The Act of March 31, 1834, created a school fund, and opened adequate sources of revenue for its enlargement. The capital of the fund, however, by the terms of the Act, is never to exceed one million of dollars. Its income is to be distributed among the towns in the Commonwealth, according to the number of persons they respectively contain, between the ages of 4 and 16 years. By the act of March 18, 1839, it was provided that any town, on the non-performance of certain conditions, should forfeit its distributive share of the income of this fund. One of these conditions was, that the town itself should raise, by tax, for the wages and board of teachers and fuel for the schools, a sum equal to \$1 25 for every person belonging to it, between the ages of 4 and 16 years. Let us now take a single municipal corporation,—the city of Boston for instance,—(and I take this as an example only;—any town can apply the reasoning to its own case,) and inquire what amount of money it must raise by tax, for these specific purposes, in order to entitle itself to participate in the benefits of the school fund. The number of children, belonging to the city, between the aforementioned ages, is now supposed to be at least 20,000. Hence it must raise \$25,000, by taxes, for its schools, or its share of the income is forfeited. That share on 20,000 children, at the present time, is about \$2,500. But as yet the school fund has not reached its maximum; and the interest accruing from a portion of it is added to the principal, and not distributed. Suppose the fund, however, to be a million of dollars, and the proportion of Boston would then be at least \$5000. Here then would be a sum of \$30,000 to be expended upon schools. This money could be lawfully expended only for the three items of wages, board and fuel; and yet according to the argument I am combatting, Boston can maintain only one high school, the year round; and an inferior grade of schools, in which only orthography, reading, writing, English grammar, geography and arithmetic shall be taught, for an aggregate length of time not exceeding twenty-four months. How

then, could the city expend its money ;—especially if it is held to be unlawful to pay higher compensation to teachers, on account of higher qualifications ! By the supposition, the city cannot receive its distributive share of the school fund, unless it raises a certain sum of money ; and yet it cannot raise this sum of money, because it would be unlawful for it to have schools of such a length and such a quality as that money would support !

A reference to one other legal provision will close what I have to say in favor of the discretionary power of towns to appropriate money for schools.

By the 5th § of the 23d chap. of the Revised Statutes, it is enacted that “every town containing five hundred families or householders, shall, besides, &c., maintain a school to be kept by a master of competent ability,” &c. ; and the law then proceeds to prescribe the qualifications of the master and the length of the school. But by the 76th chap. of the Statutes of 1840, it is enacted that “any town now required by law to maintain such a school as is described by the fifth section of the twenty-third chapter of the Revised Statutes, [the section above referred to,] shall be released from their obligation by raising and expending annually for the support of town or district schools, twenty-five per cent. more than the greatest sum ever raised by assessment, by said town, for the object, before the passage of this act.”

Here then is an explicit provision by which any town in the Commonwealth may exempt itself from its legal obligation to maintain a school of a higher order, “for the benefit of all the inhabitants of the town.” This condition is fulfilled, by “raising and *expending* annually for the support of the town or district schools, twenty-five per cent. more than it had ever before raised,” &c. Surely then, it must be *lawful*,—however inexpedient it might be,—to raise this additional sum and expend it upon Common Schools. The amount in Boston, on which this twenty-five per cent. must be computed would be not far from \$100,000. Add one quarter to this, and the sum *required to be raised*, would be about \$125,000. How can Boston expend more than \$125,000 for teachers’ wages, and board,

and fuel for the schools, if all the schools in the city are to be kept, in the aggregate, not more than twenty-four months, and by teachers, who are to be paid only for their competency to teach orthography, reading, writing, English grammar, geography and arithmetic !

It will be perceived, of course, that I have not treated this subject, in a strictly technical and legal manner, but have only endeavored to present those general views which I think would be decisive with a court, or if not with a court, would be so with the Legislature.

VOCAL MUSIC IN SCHOOLS.

There are about five hundred schools in the State where Vocal music is now practised. Half a dozen years ago, the number was probably less than one hundred.

In speaking of the subject of Vocal Music, in our Common Schools, I ought to make an apology for not having introduced it in former reports, rather than ask permission to refer to it now. The length of the reports heretofore submitted to the Board, has alone deterred me from including this among the topics discussed.

The preadaptation of the human mind to seek and to find pleasure in Music, is proved by the universality with which the vocal art has been practised among men. Each nation and each age steps forward as a separate witness, to prove the existence of musical faculties and desires, in the race ; and their testimony is so unanimous and cumulative that no tribunal can withstand its force. In cultivating music, therefore, are we not following one of the plainest and most universal indications of nature ; or rather of that Being by whose wisdom and benevolence nature was constituted ? The Creator has made the human soul susceptible of emotions which can find no adequate expression but in song. Amongst all nations, joy has its chorus, and sorrow its dirge. Patriotism exults over national triumphs, in national songs ; and religion yearns, and vainly strives to pour out its full tide of thanksgivings to its Maker,

until the anthem and the hallelujah take the rapt spirit upon their wings and bear it to the throne of God.

Nature not only points, as with her finger, towards the universal culture of the musical art, but she has bestowed upon all men the means of cultivating it. The voice and the ear are universal endowments;—or at most, the exceptions are few, and there is abundant reason to believe that these exceptions are not inherent in the nature of things, but only punishments for our infraction of the Physical Laws; and that the number of exceptions may be gradually reduced, until the calamity of privation shall be wholly removed;—and removed too, not by any repeal of the laws that inflict it, but only by obedience to their requirements. Substantially then, the voice and the ear are universal endowments of nature, and thus the means of enjoying the delights and of profiting by the utilities of music, are conferred upon all.

Of what other, among that beautiful sisterhood, called the Fine or the Elegant Arts, can this be said? Doubtless there is an instinct pointing to architecture, painting, sculpture, &c., as well as an instinct of music. Men might have reared arches, columns, and temples, as embodiments of their emotions of grandeur and sublimity, had no necessity for shelter ever prompted the erection of a human habitation. So painting and sculpture might have arisen to commemorate the lineaments or the deeds of the departed great and good, or to solace or to inspire their bereaved survivors. But how costly, for instance, are architectural gratifications. What years of labor, what expenditure of means, must precede the enjoyments they confer. In any previous age, and even in the present, how small is the portion of the human family to whom the sight of a splendid edifice is accessible. But the pleasure resulting from the use of the human voice in song, is the common patrimony of mankind. The inmate of the lowliest dwelling as well as the master of the lordliest castle may enjoy them. He whose hard lot deprives him not only of the embellishments but even of the common comforts of life, may regale himself with the unpurchased “wealth of song.” The pleasures of music attend their possessor not only in the hours of prosperity, but in

those of sorrow. Music may be a companion in the lone vigils of pain, or in the deeper solitude of bereavement. It may support and console, when no other of the benignant family of the Arts could give balm or anodyne to the wounded spirit.

In one respect, Vocal Music holds signal preëminence over Instrumental. The latter is too expensive a luxury to be within the reach of a great portion of mankind. But the instruments of vocal music levy no contributions, upon another's skill, or our own money. They are the gratuity of nature, and in this respect, the common mother has rarely been unmindful of any of her children. Of the implements or contrivances by which many pleasures are produced, it is the vaunted recommendation, that they can be compacted in a small space and carried about by the traveller, on his person, or in his equipage, without cumbersomeness. But, in this respect, we can say of this simple yet most exquisite mechanism,—the organs of the human voice,—what can be said of no contrivance or workmanship, prepared by human skill and designed for human enjoyment. No one can carry about his person or transport from place to place, a column, a statue, or a painting, however beautiful, or however essential to his enjoyment, it may be ; but the apparatus for singing is the unconscious companion of all ; and we can often use it without hinderance when engaged in active occupations. Present at all times, unburdensome, a means of gratuitous solace, an inexpensive luxury,—what other of the refining arts offers inducements for cultivation so universal, or rewards that cultivation with bounties so generous and manifold ?

Nature has drawn broadly the lines of another great distinction, which redounds with equal force, in favor of the vocal art. I refer to an organic difference, established in our spiritual constitution, between the gratifications of the intellect, and the pleasures of taste or sentiment. The intellectual powers are progressive in their nature. For stimulus they demand novelty. If fresh exertions are not rewarded by fresh truths, all exertion will soon cease. The mental athlete can no longer find pleasure in tossing the playthings, of feathery lightness that amused his childhood. He demands a solidity

that will cohere in his grasp and a might that will match his strength. The philosopher cannot return to toys and bubbles. All his delight in the former phases of things dies out by familiarity, and he presses onward to the discovery of new truths. The ratiocinative mind, so long accustomed to logical processes that it has acquired an almost intuitive power of discerning remote conclusions on an inspection of premises, can no longer tread in those infantile steps, by which the consecutive stages in an argument or demonstration were once passed over. From the statement of the problem, it springs to the solution,—disdaining the tedious lingering, not less than the awkward movements, by which its laborious way from premises to conclusion, was once achieved. It is almost as impossible for a practised mind to imitate the slowness of childhood in its thoughts, as it would have been, in childhood, to equal the rapidity obtained by practice. But how different in all these respects, are the pleasures of sentiment. The earliest and simplest melodies or songs are capable of affording an ever-renewing delight. Though rehearsed a thousand times, they yield fresh enjoyment at every repetition. Even to the mature mind, they have lost none of the charms which invested them in its youth; and they are as congenial to the thoughtfulness of age as to the thoughtlessness, of childhood. Their peculiar attribute is not to grow old; not to weary the oft-listening sense, not to pall upon the oft-attentive mind.* Hence the admirable, the unequalled power of song to furnish pleasure or relief when other mental gratifications cannot be commanded; and even when others cannot be endured. When the energies of the intellect have been expended by severe application, or its elasticity has been destroyed by a weight of cares, or its vigor broken down by sickness;—when, from any cause, these onward-tending faculties can no longer find or create their natural diversions, it is then, that the simple and calm delights of music restore the energies that have been wasted by toil, revivify the spirits languishing with care, or cause the dawn of joy to arise upon the long watches of

* “Would one think,” says J. J. Rousseau, “that an old dotard like myself, worn out with cares and troubles, should find myself weeping like an infant while I murmur, with a broken and trembling voice, the songs of my childhood.”

sickness. There is not a condition of prosperity or of adversity, in human life, to which something cannot be found, in the wide compass of music, at once responsive and grateful. There is not a capacity in the nature of man so pure or lofty, that music is uncongenial to its exercise, nor a susceptibility so tender and delicate, as not to welcome its companionship. Its capacities enfold our capacities, as the atmosphere encompasses the globe.

There is still another attribute or quality of music too important to be unnoticed in developing its relations to mankind. It does not require any degree of perfection as a science, in order to become pleasing as an art. Doubtless in this, as in all other things, those who understand the subject best will enjoy it most; but still, proficiency is not indispensable to pleasure; and those who possess the art at all, realize an enjoyment fully proportioned to the degree of art they possess. It is not so in regard to many, and perhaps, most other human attainments; for a high degree of excellence in them must be reached before their rewards can be received. In music, however, a reward is bestowed corresponding with the degree of advancement gained, however limited that advancement may be. The ear of a musical amateur is pained at the rude carol of a rustic, but why should that rustic troll his song with such unwearying perseverance, if it were not joyous and exhilarating to himself? When the connoisseur pours out his condemnation or ridicule upon the unartistic specimens of the cottage, he is selfishly thinking of his own pleasure, instead of benevolently sympathizing with that of others. Were his heart as well cultivated as his ear, he would think with gratitude upon their resources of pleasure, instead of looking with disdain upon their want of skill. Probably their imperfect skill comes much nearer to a requital than his does, for the cost and the pains expended in acquiring it. This characteristic of the musical art,—to bestow at least a proportionate gratification, from the rudest beginnings to the highest excellence, is another of the bounties offered by nature upon its universal diffusion.

But we are not left to speculation and inference as to the beneficial effects of vocal music in public schools. The universal practice of music in most of the schools of the German

states, for a long series of years, is an experiment sufficient of itself to settle the question of its utility. Probably it is not the least efficient among the means by which the schools of Prussia are kept in such admirable order, with so rare a resort to corporal punishment. In that kingdom no person could be approved as a teacher,—no individual, indeed, would ever think of presenting himself as a candidate for teaching, even in the obscurest school and at the lowest salary,—who was not master both of the theory and practice of vocal music, and also a performer upon one or more instruments. Aided by these influences, which conspire of course with others springing from the mildness and amiability of the teachers' character, from their strong love of children, their high sense of duty, and emphatically, from their richly replenished and well disciplined minds, the Prussian teachers rarely have occasion for resorting to coercive measures; and thus the Prussian schoolroom becomes the abode of peace and love,—a bright spot where the sun of affection is rarely obscured even by a passing cloud. That whole country, indeed, is vocal with music. It adds zest to all social amusements. It saves the people from boisterous and riotous passions. Pervading all classes, it softens and refines the national character. It is the recreation of the student after his severe mental exertion, and it cheers on the laborer sweating at his toil. In some of the southern parts of Germany, where the shepherd's life still continues, and where, as in scriptural and patriarchal times, the shepherd *leads* forth,—he does not *drive* but *leads*,—his flock, the bells worn by the sheep are tuned to the common chord, so as never to make a dissonant sound; and as the flock are moving along the roads, or more quietly grazing in their pastures, there arises from the earth, as it were, an exhalation of music, which floats far and wide over the land, until at last it dies away in the distance, though not without leaving a genial and tranquillizing influence upon the soul.

But we have evidence nearer home of the beneficial effects of music in schools. Six years ago, by a vote of the Boston school committee, provision was made for giving, at the public expense, stated and regular instruction in vocal music, in all

the Grammar and Writing schools of the city. The practice has continued without interruption to the present time. At the period of its introduction, great doubts were entertained by many intelligent people, as to the expediency of the measure. Some of the teachers themselves, were alarmed lest consequences unfavorable to the schools, should follow in its train. But, after a trial of several years, the opinion of the same gentlemen was asked respecting its practical results; and, I believe with an entire unanimity, they awarded a favorable decision. Those who, in the beginning, had entertained distrust and apprehension respecting the adoption of the measure, with a creditable frankness, avowed themselves satisfied, and declared in its favor. From what I know of public opinion among the friends of education, in Boston, I do not believe it would now be possible to revoke the order by which music was introduced into its schools. Provision for instruction in the art of vocal music, in the above named schools, may therefore be regarded as a part of the generous policy of the city towards them, for an indefinite future period.

As a part of the general evidence bearing upon this subject, I may add, that, for half a dozen years past, I have made diligent inquiry of persons residing in various parts of the State, both as to the extent and the effect of vocal music in our schools; and from these sources of information, together with the accounts given by the school committees in their reports, I learn, that, wherever music has been introduced, it has commended itself both to the good sense and the good will of all parties concerned; and, in no instance whatever, that has come to my knowledge, has it been discontinued, in consequence of being disapproved. Such too, so far as I have been able to ascertain, has been the result in other states, wherever a trial has been made.* A decision so unanimous, from persons so well qualified to judge, seems to change the character of the

* The following is from the Second Annual Report of the Second Municipality of the city of New Orleans:

"A teacher of music is also employed who devotes at least half an hour, three times a week, to each school, and thoroughly instructs the scholars in the rudiments, and exercises them in vocal music. The experience of another year fully sustains the previous estimate of its advantages."

It would be easy to fill pages with similar testimonials.

question, from one of theory and speculation, to one of demonstrated fact. In a former part of this Report,—pp. 79—97,—I have stated, as nearly as could be ascertained, the number of schools in the respective towns, in which music was practised during the last year.

But to be more specific in presenting the claims of this subject to the attention of our community, I may say,

1st. That Vocal Music promotes health. It accomplishes this object *directly*, by the exercise which it gives to the lungs and other vital organs; and *indirectly*, by the cheerfulness and genial flow of spirits, which it is the especial prerogative of music to bestow. Vocal music cannot be performed without an increased action of the lungs; and an increased action of the lungs necessarily causes an increased action of the heart and of all the organs of digestion and nutrition. The singer brings a greater quantity of air in contact with the blood. Hence the blood is better purified and vitalized. Good blood gives more active and vigorous play to all the organs of absorption, assimilation and excretion. The better these functions are performed, the purer and more ethereal will be the influences which ascend to the brain. The latter is an organ so exquisitely wrought, that its finest productions are dependent upon the healthfulness of the vital processes below. A fit of indigestion annihilates a statesman's power, though a nation perishes for want of his counsels; and a fever disarms a warrior, before whom legions have trembled. But, on the other hand, energy and electric celerity of movement are generated in a well-formed brain, when it is supplied with healthful and highly oxygenated blood. Spontaneous effusions of serenity, of cheerfulness and of strength are the natural results of wisely-managed physical organs; and these qualities serve to invigorate the health that produced them. Thus, by the action and reaction of the material and spiritual natures upon each other, a joyous and tuneful elasticity is dispensed to every part of the complex system of man. The scientific physiologist can trace the effects of singing, from the lungs into the blood; from the blood into the processes of nutrition, and back again into the blood, and into the nerves; and finally from the whole vital

tissue into the brain, to be there developed into the flower and fruit of cheerfulness, increased health, increased strength, and a prolonged life, just as easily and as certainly as a skilful manufacturer can trace a parcel of raw material which he puts into his machinery, through the successive stages of being broken down, cleansed, softened, changed into new forms, and made to evolve new qualities, until it comes out at last, a finished and perfect product. In both cases, there may be various conspiring or disturbing forces, tending to aid or to defeat the result, but still, from beginning to end, the connection between cause and effect is as distinctly traceable, as is a broad white line running across a black surface.

In our climate the victims of consumption are a host. It is a formidable disease to males, and still more to females. About twenty per cent. of all the deaths that occur, are caused by consumption; and this estimate includes infancy and childhood, as well as adult age. Restricting the comparison to adult life, probably one half or nearly one half of all the deaths that occur, are caused by this terrible disease alone. Vocal music, by exercising and strengthening the lungs, and by imparting gayety to the spirits, would tend to diminish the number of that sad procession whom we daily see hastening to an early tomb.

2d. Vocal music furnishes the means of intellectual exercises. All musical tones have mathematical relations. Sounds swelling from the faintest to the loudest, or subsiding from the loudest until "there is no space 'twixt them and silence," are all capable of being mathematically expressed. The formulas, 2, 4, 8, 16, 32, 64, 128, &c.; or 128, 64, 32, 16, 8, 4, 2, are no more significant, to the mathematician, of certain fixed, natural, unalterable relations between numbers, than the tones of musical chords are to the scientific musician. Hence the intellect can be exercised on the relations of tones, as well as on the numbers, quantities, or magnitudes, of arithmetic, algebra or geometry; and while music furnishes problems sufficient to task the profoundest mathematical genius that has ever existed, it also exhibits scientific relations so simple as to be within the school-boy's comprehension. Music, therefore, has this re-

markable property ;—that it can address itself with equal facility, either to the intellect or to the emotions,—to the head or to the heart,—tasking all the energies of the former, or gratefully responding to all the sentiments of the latter.

3d. But the social and moral influences of music far transcend, in value, all its physical or intellectual utilities. It holds a natural relationship or affinity with peace, hope, affection, generosity, charity, devotion. There is also a natural repugnance between music, and fear, envy, malevolence, misanthropy. In ancient mythology, Nemesis and the Furies never sung. Dr. Potter has a just criticism on Milton, because in his *Paradise Lost*, he represents Satan and his host, as moving,

“In perfect phalanx to the Dorian mood
Of flutes and soft recorders,”—
—————“to soft pipes that charm’d
Their painful steps,” &c.

The Germans have a proverb to the effect that, in the house where music comes not, the devil enters. “At Berlin,” says Professor Stowe, “I visited an establishment for the reformation of youthful offenders. Here boys are placed, who have committed offences that bring them under the supervision of the police, to be instructed and rescued from vice, instead of being hardened in iniquity by living in the common prison with old offenders. It is under the care of Dr. Kopf, a most simple-hearted, excellent old gentleman ; just such a one as reminds us of the ancient Christians, who lived in the times of the persecution, simplicity and purity of the Christian church. He has been very successful in reclaiming the young offender ; and many a one who would otherwise have been forever lost, has, by the influence of this institution, been saved to himself, to his country and to God. As I was passing with Dr. K. from room to room, I heard some beautiful voices singing in an adjoining apartment, and on entering, I found about twenty of the boys sitting at a long table, making clothes for the establishment, and singing at their work. The doctor enjoyed my surprise, and, on going out, remarked, ‘I always keep these little rogues singing at their work ; for while the children sing, the devil cannot come among them at all ; he can only sit out-

doors there and growl; but if they stop singing, in the devil comes.' ”

In my last Report, I gave some striking illustrations of the power of music.

Dr. Chalmers observes, “It says much for the nature and original predominance of virtue,—it may be deemed another assertion of its designed preëminence in the world, that our best and highest music is that which is charged with loftiest principle, whether it breathes in orisons of sacredness, or is employed to kindle the purposes and to animate the struggles of resolved patriotism; and that, never does it fall with more delightful cadence upon the ear of the delighted listener than, when attuned to the home sympathies of nature, it tells, in accents of love and pity, of its woes, and its wishes for all humanity. The power and expressiveness of music may well be regarded as a most beauteous adaptation of external nature to the moral constitution of man, for what can be more adapted to his moral constitution than that which is so helpful as music eminently is, to his moral culture. Its sweetest sounds are those of kind affection. Its sublimest sounds are those most expressive of moral heroism; or most fitted to solemnize the devotion of the heart, and prompt the aspirations and the resolves of exalted piety.”

As poor an authority as Napoleon was, on all ethical subjects,—unless taken by the rule of contraries, when he would be nearly perfect,—yet few men knew better than he did, how to appeal to human passions, or how to play off one passion against another. He has recorded his testimony respecting the efficacy of music over national predilections, even when fortified by long-descended traditions. In the history of his Egyptian conquest, it is related that, after he had subdued the organized, physical force of the nation, he sought to perpetuate his power, by a mastery over their sentiments and affections. For this purpose, he wrote home to the Academy in Paris, to inquire what kind of music it would be expedient to employ in the mosques, and in the religious services of the country. His object was to mollify and subdue the hearts of the people, to make them yielding and receptive to the new influences which he wished to exert upon them, and to gain that conquest over

their feelings by his arts, which he had achieved over their power by his arms.

Among the ancients, a power of working miracles was attributed to music, and what is more remarkable still, no sceptic was found to deny it. Diseases were cured by song; a victory was won, not by the addition of numbers or of arms, but by firing the soldiery to greater efforts by higher martial strains; and even the steadfast rocks and trees were fabled to have sprung from their immobility and joined in the harmonious dance. These fables shadow forth a great truth. If men had not felt that music could exercise an almost irresistible sway over their feelings and purposes, they would never have ascribed to it a supernatural agency, nor referred its invention to the gods.

One of the most delightful attributes or characteristics of music is, its harmonizing, pacificating tendency. It may be employed as a grand mediator or peace-maker between men. Harmony of sound produces harmony of feeling. Can it have escaped the observation of any reflecting man, when present at a crowded concert, or at any numerously-attended musical festival, what a heterogeneous mass of human beings was before him! Competitors in business; rivals, almost sanguinary, in politics; champions of hostile creeds; leaders of conflicting schools in art or philosophy;—in fine, a collection and full assortment of contrarieties, and antagonisms;—and yet the whole company is fused into *one* by the breath of song! For the time being, at least, enemies are at peace; rivals forget their contests; partisans lay aside their weapons; and the bosoms that harbored acrimonious or vindictive feelings over which time seemed to have no power, are softened into kindness. All respond alike, all applaud in the same place; and men whose thoughts and feelings, an hour before, were as far asunder as the poles, or as the east is from the west, are brought as near together in feeling as they are in space. Who will deny homage to an art that can make men brethren, even for an hour!

If music has such power over men, is it not evident that it will have still greater power over children? I have heard of a family whose custom it was, on the expression or man-

ifestation of ill nature or untowardness by any one of the members, for all the rest to join instantly in a song; and thus the evil spirit was exorcised at once. Neither child nor man can be long angry *alone*. All but madmen will yield their passions, if they receive no sympathy from others while expressing them; or, if they are not kept alive by an answering passion in an opponent. How extensively may this principle be applied in the management and discipline of children in school; and surely music is one of the best instrumentalities for so benign a purpose.

But, grant the expediency of introducing vocal music into our Common Schools, and the question arises, what measures can be adopted to accomplish that end? Unhappily, there are but few persons in our community competent to teach the art even of vocal music. We are an un-musical,—not to say, an anti-musical people. No hereditary taste for the art has descended to us. Our Pilgrim Fathers were too stern a race, and their souls were occupied by interests too mighty and all-absorbing, to afford them either leisure or inclination to cultivate music as a refinement or an embellishment of life. Hence, throughout New England, since the first settlement of the colonies, a high degree of musical skill has been a rare accomplishment; and, with the exception of church music, the mass of the population have been strangers, if not worse than strangers, to the art. It is related, in the story of Lord Anson's voyage round the world, that he found, on one of the islands of the Pacific ocean, the descendants of some dogs, whose ancestors had been left there by a previous circumnavigator. There was no game on the island, and the dogs, having no occasion for the use of their voice, had lost the power of barking. It is by the same cause,—long disuse,—that our people have lost the power of singing. Doubtless if those dumb dogs or their offspring had been placed in the midst of abundant game, their propensities for prey would have been excited anew, and their power of barking restored. By the use of means as appropriate for us, our lost taste for music, as well as the power of performance, may be recovered. What are some of those means?

In our large cities and towns, it is obvious, that there is sufficient pecuniary ability to employ a teacher of music expressly for the schools. It would be better were all our teachers competent,—as some of them are,—to give instruction in this art. One of the finest resources for the infusion of good feeling and for the expulsion of bad, would then be at the command of the teacher, at all times; and he might invoke its aid on any and every emergency. It is the common testimony of teachers, that occasionally there are days, when the cordiality and kindness that should characterize all schools, seem to have departed; when the nerves of the pupils appear to be on the surface, and all movements wound them. On such occasions, the tranquillizing influences of a song are gratefully remedial. Its timely service is worth more to the school than the singing of an entire day, when a more auspicious spirit prevails. In most cases, with competent teachers, music would nearly or quite supersede the necessity of coercion, and thus work a vast economy of blows and tears. But where music has been taught to the pupils by a master of the art, the teacher, though not an adept himself, can superintend the exercises, and thus make it an auxiliary in the government of his school.

But a great majority of towns in the Commonwealth will feel themselves unable to employ one teacher for instruction in the common branches, and another teacher for music. To meet a portion of these cases, it may be said, that many persons are now acquiring the art as a part of their preparation for becoming teachers. Vocal music is regularly taught at each of the Normal schools; and most of the pupils who go out from those institutions, will not fail to spread a knowledge of the art among their pupils. There is another resource. It sometimes happens, when the teacher is unable to lead, in a musical exercise, that some one of the older scholars in his school is able to do so. In such a case, there would be no objection to his availing himself of the skill of his pupil. A truly dignified teacher would not at all impair his dignity by showing respect for attainments superior to his own. The employ-

ment of a pupil, for such a purpose, would be little more than a temporary adoption, for a particular object, of one of the practices of a monitorial school.

But suppose teacher and pupil to be alike incompetent to give lessons, the cases will not be infrequent, where some gentleman or lady, belonging to the school district, will be sufficiently conversant with the art, to give instruction in it. In such a case, it would be a most benevolent and kindiy office, if such a person would statedly or occasionally visit the school, and impart the knowledge unattainable from any other source. A concert of action throughout the Commonwealth, in these and other ways, for introducing vocal music into our schools, would, in a very few years, so extensively diffuse a knowledge of the art, that scarcely a school would be found, having no access to a music-master, either in itself, or in its neighborhood; and thus a great desideratum, not only in our schools but in our community, would be supplied.

A question is sometimes asked, whether, if music cannot be taught scientifically, in our schools, it would be expedient to have it taught by rote. The answer to this question is found in the fact, that most if not all the social and moral effects of music will be realized, when it is practised as an art, as fully as though it were studied as a science. Its adaptation to the intellect depends on its scientific relations; its adaptation to the universal heart of mankind depends on its power to soothe, to tranquillize, or to enliven; to express the highest and most rapturous joys which ever thrill the human soul, or to pour a delicious oblivion over the wounded spirit.

In proportion to the extent to which vocal music is introduced into our schools, there will be, of course, a demand for songs and song books. If the subject of school books is important, the subject of song books can hardly be less so. The literary character and moral sentiment of the poetry which children learn, will have an abiding effect upon them through life;—or rather, it would be more correct to say, they will constitute a part of their moral nature, during their existence. While all poetry for children, therefore, should be intelligible and com-

prehensible by them, it should be select in diction, beautiful and graceful in style, and harmonious in versification. It should be such, in all points, as, in after-life, will never offend a mature and cultivated taste. In sentiment, it should inculcate all kindly and social feelings; the love of external nature; regard and sympathy for domestic animals; consideration and benevolence towards every sentient thing, whether it flies, or creeps, or swims; all filial, all brotherly and sisterly affections; respect for age; compassion for the sick, the ignorant, the destitute, and for those who suffer under a privation of the senses or of reason; the love of country, and that philanthropy which looks beyond country, and holds all contemporaries and all posterity in its wide embrace; a passion for duty and a homage for all men who do it; and emphatically should it present such religious views as will lead children to fulfil the first great commandment,—to love the Lord their God with all their heart, and with all their soul, and with all their mind.

I close this Report with one reflection. The discordance between the life and history of man, on the one hand, as contrasted with the perfection of the universe in which he is placed, on the other, has been a theme for the lamentation of all moralists and sages, in all periods of the world; and it has infused pathos and elegiac mournfulness into the divinest strains of poetry and prophecy. Looking towards any portion of the great panorama of the universe,—whether it be in the heavens above or in the earth beneath, we behold, every where, effulgent proofs of Divine perfection. All is harmonious and complete; all perfect in design, and perfect in execution. All around us, conspicuous as angels clothed in shining raiment, stand the witnesses of Almighty goodness and love; and they cease not, day nor night, to declare the perfections of the Creator. The firmament with its revolving planets and steadfast constellations, is so beaming with glory even to the untaught eye, that one of the most contemplative and pious of our poets has said of it,—

“So bright, with such a wealth of glory stored,
'Twere sin in heathens not to have adored.”

All parts of the inanimate earth, as far as science has been able to investigate its materials or its structure, are the evident workmanship of power guided by wisdom and love. The revolution of the seasons; the exhaustless source of light and of heat; the aërial circuit of the waters; the latent forces of nature which await the summons of man, and stand ready to do his bidding; the parts which cold and heat, electricity and magnetism, attraction and repulsion, play in the grand economy of nature; the principles of life which embody themselves in the myriad forms of vegetation; the structure and instincts of animals,—each so wonderfully fitted to its peculiar sphere;—all of them bear the impress and signet of a Divine mind and a Divine hand. To the eye of science and of religion, they are all inscribed, within and without, with the evidences of goodness, at once omnipotent, omniscient, omnipresent. They all answer the purpose for which they were created,—obeying in all things the law of their constitution. It is only when we come to man, that we find proofs of lofty powers perverted, of glorious faculties eclipsed, of vast capacities for happiness, not lost merely, but turned into sources of sorrow and pain. He!—the highest of all created beings among which he is placed, mournfully fails of his destiny, if that destiny be happiness acquired through duty,—it is he who sends out the only jarring note that mars the music of the spheres. Great and good men, in all ages,—prophets, apostles, the Savior, have mourned over this condition of humanity, and have toiled, prayed, agonized, for its recovery to obedience and felicity. They have longed, yearned, labored, for the day, when, with recuperative energies, man should rise from his guilty fall.

And already there has been great amelioration in the condition of the race. Whoever compares distant ages or epochs with each other, will find proofs of the slow, yet steady uprising of mankind. Like the light of the sun upon a dial-plate, we may not be able to see its motion, and yet we can see that it has moved. The fortunes of the race do not revolve in a circle, but in a spiral. So far as any improvement has been effected in the condition of mankind, by human agency;—so far

as great national calamities have been averted, so far as great national crimes have been arrested, so far as the ravages of wide social demoralizations have been stayed ; the general principle on which all progress and all reforms have proceeded seems to be this :—men wait for an accumulation of evils,—they wait and bear until the accumulation becomes intolerable, and then they apply themselves to the work of removal or redress. Men waited until twelve centuries of religious persecution had been inflicted upon them, by government, before they took effective measures for the establishment of religious freedom. Our ancestors bore political oppression for a century and a half, before they pledged fortune, life and honor to resistance. For tens of centuries, men endured all the calamities and horrors of unnecessary war, until the historic aggregate of suffering and crime became too mighty to be longer borne ; and it was then only that a portion of mankind began to open their eyes to its folly and wickedness. Men succumbed to the evils of intemperance, until those evils threatened to brutify and demonize the race, before they banded themselves together for disenthralment and ransom. Men looked quietly upon the atrocities of the slave trade, until a continent was emptied, and an ocean filled, with myriads of its victims. And so of those other crimes and calamities which have made the history of the world, like the roll of the prophet, a record of mourning, and lamentation, and woe. The shrieks, not only of one, but of hundreds of cargoes of slaves, fell in vain upon the dumb ear of society. The ruin of thousands and of tens of thousands of men, by intemperance, was insufficient to startle humanity from its guilty slumber. War had to pile the heaps of its slain mountain-high, and to pour out human blood with river-like width and depth, before men could be made to acknowledge its iniquities and its agonies. The fires of persecution burned for ages, the rack labored, the dungeon buried alive, before men vindicated their right to freedom of conscience. And so it has been in regard to all human evils. The first case rouses no man, alarms no man. The first hundred, or, perhaps, thousand cases, are borne with composure, if not with thought-

lessness. They fail to stimulate either government or society to devise or seek for a remedy. Men wait until the tide of evil rises and desolates the land, again and again, before they will erect barriers against the deluge. Men will not hear the wind; they wait for the whirlwind. Men will not take warning from the cloud, they wait for the tempest. And the calamities which spring from ignorance, and a neglect of the social condition of the masses of the people, are no exception to this rule. Republics, one after another,—a splendid yet mournful train,—have emerged into being; they have risen to greatness, and surrounding nations have sought protection beneath the shelter of their power; but they have perished through a want of intelligence and virtue in the masses of the people. They have been delivered over to anarchy and thence to despotism; and because they would not obey their own laws, they have been held in bondage by the laws of tyrants. One after another, they have been blotted from the page of existence, and the descendants of a renowned and noble ancestry have been made bondmen and bond-women;—they have been dishonored and trampled upon, on the very soil still choral with the brave deeds of their forefathers. Has a sufficient number of these victim-nations been sacrificed, or must ours be added to the tragic list? If men had been wise, these sacrifices might have been mitigated, or brought to an end, centuries ago. If men are wise, they may be brought to an end now. But if men will not be wise, these mournful catastrophies must be repeated again and again, for centuries to come. Doubtless, at some time, they will come to an end. When the accumulation of evils shall be so enormous and overwhelming, that humanity can no longer endure them, the adequate efforts for their termination will be made. The question for us is, has not the fulness of time now come? Are not the sufferings of past ages, are not the cries of expiring nations, whose echoes have not yet died away, a summons sufficiently loud to reach our ears, and to rouse us to apply a remedy for the present, an antidote for the future? We shall answer these questions, by the way in which we educate the rising generation. If we do not prepare children to become good

citizens ;—if we do not develop their capacities, if we do not enrich their minds with knowledge, imbue their hearts with the love of truth and duty, and a reverence for all things sacred and holy, then our republic must go down to destruction, as others have gone before it ; and mankind must sweep through another vast cycle of sin and suffering, before the dawn of a better era can arise upon the world. It is for our government, and for that public opinion, which, in a republic, governs the government, to choose between these alternatives of weal or woe.

HORACE MANN,

Secretary of the Board of Education.

Boston, *December* 10, 1844.

FB 2 39 W.P.A.

